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A MODERN STEAMSHIP *See Page 91*

The Royal School Series

NELSON'S

Indian Readers

Second Book

THOMAS NELSON AND SONS

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PREFATORY NOTE.

THIS second book of the series has been prepared on the same plan as the first, and the statements as to aims and methods in the Prefatory Note and Hints to Teachers of the first book apply in the main to the second.

The exercises given under *Composition* are, of course meant as suggestions to the teacher He may be surprised by the introduction into some of them of questions about metre This subject is very commonly postponed in India to the college classes, at a very great sacrifice of the interest and utility of the study of poetry

It will be observed that the Synopsis of Grammar has reference solely to the contents of the book, and that no attempt is made to treat the topics under it exhaustively

The stories from "Indian Nights' Entertainment" have been inserted with the very kind permission of the Rev. C Swynnerton, F S A , the author of that work It is due to him to say that their language has been somewhat simplified with a view to greater ease in reading

CONTENTS.

*** *The Italics indicate Poetical Pieces*

Book II.

LESSON I.

Introductory sentences —What is iron? It is a metal Do you know *what* iron is? Yes, it is a metal We know *what* ghee is, it is melted butter We know *where* Calcutta is, it is in Bengal We know *why* elephants are caught

All men are not honest, not *every* man is honest Each child took one loaf, *every* child had a loaf Each boy tried to answer the question, but *every* one failed In a town we see houses *everywhere*

In India people eat rice off leaves, *this is not done* in Europe In India men wear cloths round their legs, *this is not done* in Europe Men wear trousers

The earth closed, *so that* Aladdin could not get out The jackal went into the water, *so that* the fleas could not stop on his body

Children *like* sugar, cats *like* mice, boys *like eating* curry, girls *like playing* with dolls, industrious boys *like reading*

THE HAY CART.

In this picture we see a cart drawn by two horses. The cart is full of hay. Perhaps you do not know what

hay is. In India, grass-cutters go out every morning and cut grass for the horses This is not done in England

When the grass has grown high in the fields men cut it down, and it is dried in the sun. It is then hay, and

it is kept for feeding the horses and the cattle.

Perhaps you will ask why the cows do not eat the grass while it is growing in the fields. Because, in England, all the fields have fences round them, so that when cows are driven into one field they cannot get into another. Of course

cows are not driven into fields in which the grass is growing for hay.

In the picture the first man carries a pitchfork for putting the hay on the cart, and the women walking behind the cart carry rakes for raking the hay together on the ground.

A child is riding on the first horse, and other children are on the top of the hay. These children have been playing in the hay, which is soft and smells very sweet English children like playing in it very much.

Conversation —What prevents cows going from one field into another? The fences between the fields prevent them from doing so Into what fields are cows not driven? Into fields where the grass is growing for hay. Do you know what the first man is carrying? Yes, he is carrying a pitchfork What is a pitchfork? It is a tool for putting hay on to a cart What do the women carry? They carry rakes What is hay? What are rakes? What is the trunk of a tree? What are the roots of a tree? What fruit grows on tamarind trees, orange trees, and lime trees? Etc

Word-study —

cat′tle	**course**	**ride**	**rake**
grass′cut-ter	**horse**	**like**	**pitch′fork**
smell	**morn′ing**	**top**	**field**

Composition.—Answer in writing the questions which are not answered in the Conversation exercise.

LESSON II.

Introductory sentences —The mad dog was just *going to bite* the boy when the men killed it Aladdin was just *going to get out* of the hole when the earth closed An elephant was *just going* to break the fence of the keddah when the men prevented it The man by the tonga is *just going* to get into it The train is *just going* to stop

On one side of India is the Arabian Sea, *on the other side* of it is the Bay of Bengal *On one side* of the keddah fence are the elephants, *on the other side* of it are the men who have caught them America is *on the other side* of the world

When the grass has grown high *it will be cut* when it has been cut, cattle *will be driven* into the field

Grass, hay, trees, woods, flowers, and baskets are all *things* Running, playing, reading, speaking are all *things* Children can run, they can play, they can read, they can speak, they can do all these *things* The tree has tamarinds on it; *this* tells us that it is a *tamarind tree* This man has white hair, he has few teeth, he walks slowly, *these things* tell us that he is an old man

Elephants pick *up* coins, boys pick *up* their slates, girls pick *up* mangoes, people *pick flowers*

PLAYING IN THE HAY.

In the picture on next page there are three children playing in the hay There are two girls and one little boy. One little girl has a pink dress, and the other a blue one. The little boy has yellow hair, and the girls brown hair.

One of the girls is just going to cover the other two children with hay; she carries a large heap of it on her head. The other children think it is great

fun to be covered with the hay, and they are laughing, and putting out their hands to prevent her. She is smiling too. Soon she will be covered with hay by the other children.

Behind the children you can see a wooden fence. On the other side of this fence is a forest, in which you can see the trees and bushes.

When the hay has been carried away, the cattle or sheep will be driven into this field. The fence will prevent them from going into the forest

In the forest the trees and bushes are covered with green leaves On the ground is a basket full of white and red flowers, which the children have picked. These things tell us that it is summer. In England the trees have no leaves in winter, and there are no flowers for children to pick.

Conversation —When will the grass be cut? When it has grown high. When will the cows be driven into the field? When the grass has been cut When will the girl be covered with hay? When she has covered the other two with hay

What is the girl going to do? She is just going to cover the children with hay. What is on the other side of the fence? What is on this side? Etc.

Word-study —

hair	**heap**	**dress**	**pink**	**fun**
brown	**feel**	**smell**	**smile**	**soon**

Composition —Write eleven sentences using *going to, this side, the other side, just, prevent, what, where, why* [the last three words each in two ways].

LESSON III.

Introductory sentences.—A jackal *once* got rid of his fleas. A jin *once* built a palace for Aladdin. A miser *once* ate "bread and point." A child *once* found two rupees in a loaf

Her mother *picked up* the two rupees. The boy *picked up* his books from the floor Elephants *pick up* coins with their trunks.

The jackal caught the crabs *to eat* them. Aladdin rubbed the lamp *to call* the jin. We light fires *to cook* our food and *to warm* ourselves Some people eat *to live*, others live *to eat*. Farmers take water from rivers *to make* their crops grow.

When Aladdin found himself in the street he went *home*. At four o'clock children go *home*.

THE LITTLE FISH.

A FISHERMAN once caught a very small fish. He picked it up to look at it, and when it was in his hand the fish said: "Please, sir, I beg you to put me back in the river. I am very small

now, in a few months or a year I shall grow much larger. I shall then make a good dinner for you."

But the fisherman was hungry, so he said "No, I have caught you, and I shall carry you home If I let you go, you will grow bigger, but perhaps I shall not catch you again."

He put the poor little fish into his basket and took it home, and his wife

made it into a curry, which he ate, with some boiled rice, for his dinner

Proverb.—"A bird in the hand is worth two in the bush."

Conversation —What did the fisherman pick up the fish for? *In order to* look at it What did he carry it home for? *In order to* eat it for dinner Why was the magician kind to Aladdin? *In order to* use him for getting the lamp Why did the jackal go into the water? *In order to* get rid of his fleas Why do silversmiths melt silver? *In order to* make bangles and other ornaments from it Why do people catch elephants? *In order to* make them work

Word-study —

din'ner	**fish'-er-man**	**home**	**hun'gry**	**good**
fish, fish'-es	**beg**	**worth**	**or'der**	**bush**

Composition —Answer these questions in writing Why did the fisherman pick up the fish? What did the fish say when it was in his hand? What did the fisherman answer? What did he do with the fish? What did his wife do with it?

LESSON IV.

Introductory sentences —We read in the first book *that* elephants are very intelligent Children think *that* playing in the hay is great fun The goldsmith knows *that* the gold is not pure. Nobody thinks *that* lead is worth as much as silver We see *that* mangoes only grow on mango trees People say *that* a bird in the hand is worth two in the bush.

Children like *to be told* stories Crabs do not like *to be eaten* by jackals Questions are asked *to be answered.* Books are written *to be read* Chairs are made *to be sat on.*

Cows are kept *to be milked* Curds are made *to be eaten* with curry

Monkeys climb trees *Do they not climb* trees? Yes. Men make bells of bronze, *do they not?* Yes Calves drink milk, *do they not?* Yes Aladdin rubbed the lamp, *did he not?* The jin appeared, *did he not?*

COWS AND CALVES.

Cows are found in almost every country in the world. We know that there is a great number of cows in India, and there are perhaps more in Europe

They are domestic animals People keep them because they give milk. From milk is made butter and ghee, curds, and butter-milk

The cows in this picture are English cows. You can see that they are larger than Indian cows generally are, and that they have no humps

The cows are milked early in the

morning. We see the milkmaid, sitting on a little stool, milking a cow into a wooden pail. Another pail, made of tin, stands near Both are milk pails.

A little girl is looking at the milkmaid. Perhaps this little girl hopes that the milkmaid will give her some milk. Another cow is waiting to be milked

The milk is put into shallow vessels so that the cream can rise. When it has risen it is skimmed off, and the milk is then called skimmed milk

The cream is made into butter In England people do not make ghee. Part of the skimmed milk is given to the calves, and the children will drink part of it

The milkmaid is holding up the pail so that the calves can drink out of it. I think that the calves like the milk, and that the little girl likes to see them drinking it.

One day two children went for a walk in a field. There were cows in the field, and some of them were white

and some of them black. The little boy said to his sister,—

"Why are some of the cows white and some black?"

"Do you not know?" answered she. "You are stupid!"

"But why are they of different colours?" he asked again

"Well, I will tell you," said his sister "The white cows give us milk, do they not?"

"Yes And the black cows?"

"The black cows give us coffee, so that we can have coffee and milk"

I wonder why the little boy did not say to his sister, "What animal gives us the sugar for our coffee?" If the white cows give milk and the black cows coffee, I suppose the brown cows give sugar

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Conversation —Where do we read that elephants are intelligent? How do we know that it is twelve o'clock? Who think that India is a hot country? Who told you that water is useful to us? Who says that white cows give milk? What do you suppose the brown cows give? Who says that as the twig's bent the tree's inclined? Etc.

Word-study :—

calf, calves	**milk** (*v.*)	**stool**	**curd**
cream	**milk'-maid**	**do-mes'-tic**	**sup-pose'**
ear'-ly	**skim, skimmed**	**hope**	**stu'-pid**
shal'-low	**but'-ter, but'-ter-milk**	**cof'-fee**	**su'-gar**

Composition :—Write out the story of the children and the brown and white cows

LESSON V.

Introductory sentences —A man who has *many* cows will get *much* milk A man who has *few* cows will get *little* milk. *The more* cows a man has *the more* milk he will get.

A fish eats much and grows much *The more* he eats, *the more* he grows *The hotter* it is, *the thirstier* we are

A boy who works for *many* hours in a day can play for only a *few* hours *The more* he works, *the less* he can play. *The more* we drink, *the less* we are thirsty

When Mary's lamb came into school, the children laughed *they could not help laughing* When the boy found the ground in Scotland as hard as in England, *he could not help wondering* The children laughed, and *could not help it*, the boy wondered, and *could not help it.*

The man says *that* he is hungry (*or*, the man says he is hungry) The bird thinks *that* the nest is the world (*or*, the bird thinks the nest is the world)

FOUR RIDDLES.

A THORN.

I WENT to the wood and got it,
I sat down and looked at it;
The more I looked at it the less I liked it,
And I brought it home because I could not
help it.

EVERY lady in this land
Has twenty nails upon each hand,
Five-and-twenty hands and feet—
All this is true without deceit.*

AN EGG.

IN marble walls as white as milk,
Lined with a skin as soft as silk;
Within a fountain crystal clear,
A golden apple doth appear.
No doors there are to this stronghold,
Yet thieves break in and steal the gold.

WHEN V and I together meet,
We make the number Six complete.
When I with V do meet once more,
Then 'tis we two can make but Four.
And when that V from me is gone,
Alas, poor I can make but One.†

Word-study —

land	**help**	**rid´dle**	**strong´hold**
nail, steal	**less**	**skin**	**true, line**
mar´ble	**yet**	**crys´tal**	**foun´tain**

Composition —Make sentences, using The more ... the more, the less ... the less; the more ... the less; cannot help; could not help

* The riddle is solved by altering the punctuation Put stops at "nails" and "five," and make "five-and-twenty" three words

† I is used in the double sense of the personal pronoun and the Roman numeral

LESSON VI.

Introductory sentences —Iron *differs much* from gold There are *many differences between* iron and gold One *difference* between them is that iron is black and gold is yellow, another *difference* is that iron is hard and gold is soft.

To get from one side of a bridge to the other we go *across* it The railway goes *across* India from Bombay to Madras

Dogs have collars *round* their necks There is a wall *round* the playground If we look up we see the branches and leaves of the trees; *beyond* the trees is the sky Ships go *round* Ceylon We walk *along* the street Engines draw trains *along* At Benares there are many temples *along* the banks of the Ganges

AN ENGLISH VILLAGE.

In the first book we had a picture of an Indian village. Now look carefully at this picture of an English village. You will see many differences between them

In the Indian village was a cart drawn by two bullocks; here is one drawn by four horses. In the Indian village there were a banian tree and cocoanut trees; in this village there are elm trees.

In both villages the houses have roofs of straw; but in this village, notice how neat they look. They have two stories;

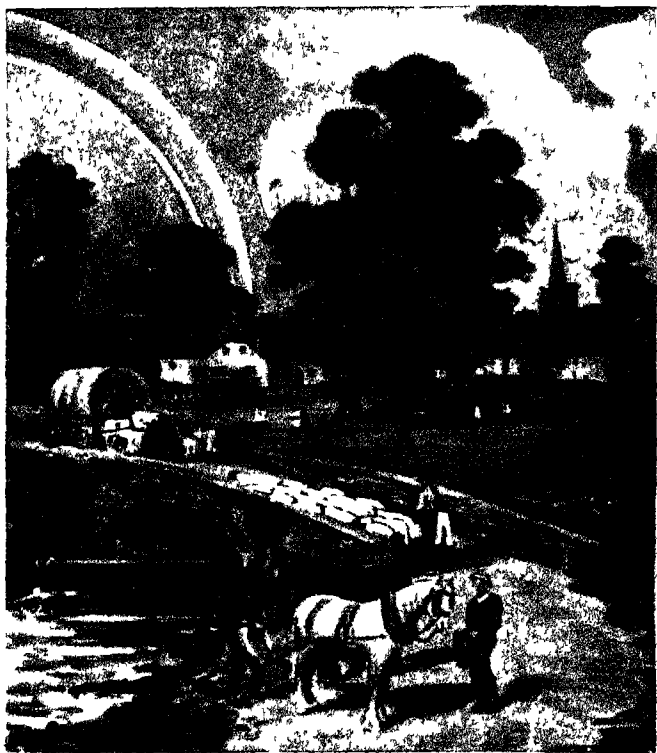
those in the Indian village have only one story.

The high building beyond the houses is the church It has a tower and a pointed spire. Bells hang in the tower, which are rung on Sundays

In front of the houses is the village playground; children are playing on it. There is a high tree in the middle of it, and round this tree is a seat on which people are sitting.

Some boys are flying kites; you can see the strings that prevent the kites from being blown away. There is also a beautiful rainbow in the sky; this shows that the weather will be fine

On the other side of the bridge a large cart, drawn by four horses, has stopped, because a number of sheep are going across the bridge.

Under the bridge we see a boat. One of the horses on the river bank will pull this boat along by a rope You can see one of the men tying the rope. The other man is giving the horse some corn in a bag.

Conversation —What differences are there between lead and silver? What is the difference between grass and hay? Etc

Word-study --

a-long′	**elm**	**spire**	**show**
a-cross′	**wea′ther**	**tie, ty′ing**	**rope**
play′ground	**mid′dle**	**fine**	**blow a-way′**
rain′bow	**string**	**tow′er**	**sto′ry, point′ed**
Sun′day	**ring, rung**	**church**	**corn, pull**

Composition —Write all you can about the differences between English and Indian children and English and Indian cows.

LESSON VII.

Introductory sentences —While the grass *is* growing, cows *are* prevented from going into the field While the fisherman *was looking* at the fish, it *spoke* to him. While the calves *drink*, the little girl *looks* at them. While the children *were* playing, the sun *was* shining.

The months *that* are hottest are May and June The part of a tree *that* is hidden in the ground is the root. The fish *that* was caught was very small. The women *that* carry rakes walk behind the cart. Animals *that* are kept by men are called domestic animals The pail *that* the milkmaid is using is a wooden pail. The pail *that* is lying near is a tin pail. The milk *that* the calves drink is first skimmed

The children *saw* that there *were* both white and black cows. The jin *said* that he *was* the slave of the lamp The fish *said* that he *would* grow larger

The boy's book *fell off* the desk The boy *let* his book *fall.* The little birds *fell out of* the nest. Little girls sometimes *let* their dolls *fall* on the ground

The master asked a question, nobody answered He asked it again, nobody answered. He asked it a *third time*, and *this time* a boy answered Aladdin rubbed the lamp *many times*, and the jin always appeared He rubbed the ring *the first time* in the cave. He rubbed it *the second time* when he was hungry.

MERCURY AND THE WOODCUTTER.

WHILE a woodcutter was once cutting down a tree on the bank of a river, his axe fell into the water, and he lost it. While he was bewailing the loss of

the tool with which he earned his living, Mercury appeared to him.

"What is the matter?" said the god to the poor man.

"I have let my axe fall into the river," said the woodcutter.

Mercury leaped into the water, and soon came out of it again, holding in his hand a golden axe.

"Is this the axe that you lost?" he asked.

"No; my axe was not so beautiful as that one"

The god again disappeared, and this time brought up a silver axe.

"Surely this is your axe?" said he.

But the woodcutter said that it was not his axe

For the third time Mercury disappeared, and brought back an iron axe.

"That is my axe!" cried the woodcutter

But Mercury said to him,—

"Because you have not tried to deceive me, take your own axe and also the other two which I showed you. I

give them to you as a reward for your honesty."

Look carefully at the picture. The god Mercury was one of the gods of the people who lived in Greece thousands of years ago His Greek name was Hermes, but he is more often called Mercury, which is the name the Romans gave him.

He wears a winged hat, and carries a winged staff The wings on his staff show that he was swift, and the snakes that he was very clever

Conversation —What is it *that* the master uses for writing on the blackboard? Who was it *that* found the lamp? What is grass *that* is dried called? What are the animals *that* give milk? What are girls *that* milk cows called? What are trees *that* bear fruit called? What is the proverb *that* is at the end of the first lesson? What is it *that* is worth two in the bush? Etc.

How many times have you read the word **hungry**? *How many times a day* do you drink water? *How many times a week* do you have an English lesson? Etc.

Word-study —

bank	**mes′-sen-ger**	**Her′-mes**	***hon′-es-ty***
mat′-ter	**dis-ap-pear′**	**swift**	***god***
staff	**de-ceive′**	**liv′-ing**	**Ro′-man**
be-wail′	**Greece, Greek**	**winged**	**wood′-cut-ter**
earn	**year**	**thou′-sand**	**sure′-ly**

Composition —Look carefully at the **picture** and write all you can about it *that is not in the lesson* Notice particularly *which* axe Mercury holds, *which* tree the man has been cutting, what the man wears, what he is doing, what he is saying, and what parts of the trees you can see

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LESSON VIII.

Introductory sentences —The woodcutter *had* only just *let* his axe fall when he *saw* Mercury The fisherman *had* only just *picked* up the fish when it *said*, "Put me back" When the fisherman *had taken* the fish home, his wife *cooked* it for dinner. When the boys *had read*, they *began* to write. When the men *had tied* the rope, the horse *began* to pull the boat When the sheep *had* gone across the bridge, the cart *could* go across.

The lamb waited patiently about *until* Mary appeared The cart cannot go across the bridge *until* the sheep have gone across it The bells in the church tower will not be rung *until* Sunday You will not go home *until* one o'clock you did not come to school *until* ten o'clock

THE HUNTER, THE TRADER, AND THE BEAR.

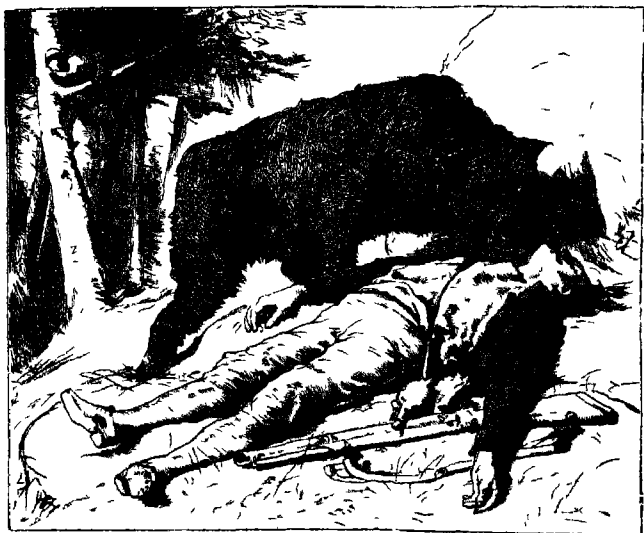
A CERTAIN hunter who needed money came to a trader and asked, "How much will you give for a bear's skin?" adding, "It is the most beautiful bear's skin that you ever saw."

The trader offered a good sum, but asked the hunter to show him the skin

"The bear is still living in the forest," said the hunter, "but I promise to kill him to-morrow, and you shall have the skin the day after to-morrow without fail."

The trader, who had never seen a bear killed, determined to go with the hunter

The next day they had only just entered the forest when they saw a big bear, which came rapidly towards them

The trader was very much afraid, and immediately climbed up a tree. The hunter was not less afraid; he lay on the ground and held his breath to look like a dead man, because it is said that bears never touch a dead man

The bear came near to him, smelt him, turned him over, thought he was dead, and left him

When the bear had gone away, and there was no longer any danger, the trader climbed down from the tree and came to the hunter.

"Get up now," said he; "the bear has gone away, and we are safe. But tell me, please, what the bear said, for he whispered in your ear"

"Oh," said the hunter, "he whispered to me, 'Never sell the skin of a bear until you have got it'"

Conversation —Where had you been when I saw you early this morning? What had you written when you began to read? What had the fisherman done when the fish begged him to put it back? What axe had Mercury brought when the woodcutter said that it was not his? Etc

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Word-study —

add	**bear**	**big**	**good**
rap´id-ly	**sell**	**whis´per**	**o´ver**
tra´der	**en´ter**	**to-mor´row**	**hunt´er**
fail	**breath**	**pro´mise**	**sum**
safe	**dead**	**dan´ger**	**touch**

Composition —Write all you can, that is not in the story, about the picture

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LESSON IX.

Introductory sentences —The kites are *so* far off *that* you can only just see them The axe was *so* beautiful *that* the woodcutter knew it was not his axe Bombay is *so* far from Calcutta *that* you can only get there in several days The jackal had *so* many fleas *that* he was bitten very much

What a pretty dress the little girl is wearing! *What* fun it is to play in the hay! *What* an honest man the woodcutter was! (Notice the difference between *what?* and *what!*)

We like hot water to bathe in; we do not like it *too* hot. Children like to play near a river; if they go *too* near they will perhaps fall into the water. Do not go *too* near the dog; perhaps it will bite you.

SPIDERS AND FLIES.

OUR next picture shows us a spider in the middle of his web. The web consists of very slender threads, so slender that you cannot feel them if you touch them. The spider spins these threads out of his own body. Flies are caught in the web, and the spider eats them.

Spiders have no wings, but they have eight legs. They have so many eyes that they can see things behind them as well as in front.

Flies have two wings and six legs, and have also a great number of eyes. They seem to have only two eyes, but each of these eyes really consists of a great number of very small eyes.

Animals such as spiders and flies are called insects. One of the differences between them and larger animals, such as cats and dogs, is that they have no bones.

THE SHINING WEB.

A HUNGRY spider made a web
Of thread so very fine,
Your tiny fingers scarce could feel
The slender little line.
All. Round about, and round about,
And round about it spun;
Straight across and back again,
Until the web was done.

Oh, what a pretty, shining web
It was when it was done!
The little flies all came to see
It hanging in the sun
All. Round about, and round about,
And round about they danced;
Across the web, and back again,
They darted and they glanced.

The hungry spider sat and watched
The happy little flies,
It saw all round about its head,
It had so many eyes.
All. Round about, and round about,
And round about they go,
Across the web, and back again,
Now high again, now low.

"Oh, come within and sup with me,
You pretty little flies;

I'm sure you'd like to see my house,"
The hungry spider cries.
All. But round about, and round about,
And round about once more;
Across the web, and back again,
They flitted as before

For all the flies were much too wise
To go too near the spider;
They flapped their little wings and flew
In circles rather wider.
All. Round about, and round about,
And round about went they;
Across the web, and back again,
And then they flew away

(*By permission of* Messrs ROUTLEDGE & SONS.)

Word-study:—

straight	web	con-sist′	spi′der
glance	thread	with-in′	fine
dart	feel	spin, spun	line
ra′ther	in′sect	flit	fly, flies
watch	sup	cir′cle	wise
flat	too	bone	wide

Composition.—Write out the story in the poem.

LESSON X.

Introductory sentences —If bears ever touch a dead man, they *hardly* ever do so When a spider has caught a fly he *hardly* ever lets it go again

Mercury *had to* go into the river three times before he found the woodcutter's axe. To find the answer to the second riddle you *have to* alter the stops Grass *has to* be dried to make hay Boys *have to* go to school every day

People travel *by* railway or *by* road or *by* sea. When they travel *by* railway they go *in* a train, *by* road they go *in* a carriage, or *in* a cart, or *on* a horse or an elephant, by sea they go *in* a ship.

IN THE DESERT.

A DESERT is a great plain where nothing will grow. Most deserts are covered with sand. There are no trees in them, nor flowers, nor grass; there is nothing but hot, dry sand as far as the eye can reach.

In Arabia and in some other hot countries much of the land is desert. Rain hardly ever falls there. There are no clouds in the sky, and the sun shines all day with scorching heat.

The people of Arabia are called Arabs. You see some of them in the picture. They wear long, loose, white clothes, to keep off the heat of the sun.

Dotted here and there, like islands in the sea of sand, are pleasant green places. At these places water is found, and there is generally grass and shady palm-trees. Such a place is called an *oasis*.

Wherever they find water and grass for their animals, and palm-trees to give fruit and shade, some wandering Arabs are sure to set up their tents.

They do not live in houses. They often have to cross the sandy desert to find grass for their flocks, and so they live in tents, which can be easily moved from one oasis to another.

There are no railways to travel by, and no roads for carriages. Sometimes

IN THE DESERT

the people cannot even ride on horseback, for the horses sink in the loose, dry sand. How. then, can the Arabs travel in the desert?

Perhaps you have heard of the "ship of the desert" This is a name which is often given to the camel, because it is only on camels that men can cross the great sea of sand from one green oasis to another

The camel's feet are broad, and they do not sink in the loose sand He can travel for a long time without water, and with very little food

In the picture we see the yellow sand of the desert and the deep blue sky. A party of Arabs has just come to the end of a journey A tent has been set up, covered with striped cloth made of goat's hair Some of the party are coming up on their loaded camels

The goats have had a long walk, and one of the kids is lame A girl is carrying it in her arms, while its mother walks by her side

Notice the great bags on the nearest

camel's back. Camels can carry very heavy loads; but there is a proverb, "The last straw breaks the camel's back"

Arabia is under the government of the Sultan of Turkey, but he cannot keep peace in it as the British Government does in India. The Arabs of the desert often fight with one another, and they carry guns and spears wherever they go These can be seen in the picture

Word-study -

A-ra′-bi-a	**hard′-ly**	**kid**	**scorch**
plain	**par′-ty**	**sink**	**goat**
shade, shad-y	**palm**	**Bri′-tish**	**load** (*n* and *v*)
lame	**reach**	**stripe**	**dot** (*v*); **flock**
Ar′-ab	**peace**	**side**	**loose**
sand, sand′-y	**plea′-sant**	**Tur′-key**	**broad**
des′-ert	**tent**	**Sul′-tan**	**cloud**

Composition —Write all you can about camels

Rewrite each of the following sets of sentences as one sentence —

(1) In an oasis are palm-trees The trees are tall They have green feathery leaves The leaves are at the tops of the trees

(2) There are no trees in the desert There is no grass in the desert There are no flowers in the desert

(3) The Arabs have no elephants The Arabs have camels

(4) In the summer the weather is fine In the summer the weather is hot In the summer people like to sit in the shade

LESSON XI.

Introductory sentences — Books and desks are things they are different things they are not the *same* things. The ring that Aladdin rubbed was the *same* ring that the magician had given him The fisherman did not know that he would catch the *same* fish again The jackal that deceived the crabs was not the *same* that got rid of his fleas.

The children drink some of the milk, the *rest* is given to the calves Two boys stopped behind when the *rest* went home We have twenty nails, ten are on our fingers, the *rest* are on our toes Part of India is north of the Godavari, the *rest* is south of that river

THE CALENDAR.

Master. What day of the month is it?

First Boy. It is the twenty-ninth.

Master What month is this?

Second Boy. It is April To-day is the twenty-ninth of April

Master What was yesterday?

Third Boy Yesterday was the twenty-eighth of April.

Master. What will to-morrow be?

Fourth Boy. It will be the thirtieth of April, the last day of the month.

Master. What will the day after to-morrow be?

Fifth Boy. It will be the first of the next month, that is, the first of May.

Master. What is the day of the week?

Sixth Boy. To-day is Monday.

Master. What day was it yesterday?

Seventh Boy Yesterday was Sunday. The day before yesterday was Saturday.

Master The days of the week are—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday Which of these days are holidays?

Eighth Boy Saturday and Sunday are holidays.

Master Here is a nonsense rhyme about the days of the week.—

> "Solomon Grundy,
> Born on a Monday,
> Christened on Tuesday,
> Married on Wednesday,
> Sickened on Thursday,
> Worse on Friday,
> Died on Saturday,
> Buried on Sunday
> This is the end
> Of Solomon Grundy."

How many months are there in the year?

Ninth Boy. There are twelve months in the year.

Master. Name them

Tenth Boy. January, February, March, April, May, June, July, August, September, October, November, December

Master How many days are there in a month?

Eleventh Boy There are not the same number in all the months There are thirty days in some months, and thirty-one in others, and in one month there are only twenty-eight

Master. You may all say this together:—

"Thirty days have September, April, June,
and November;
All the rest have thirty-one, excepting February alone
Twenty-eight days in February appear,
And one day more is added each leap year"

How often does leap year come?

Twelfth Boy Generally every fourth year is leap year

Lesson XI.

Master. How many days are there in a year?

Thirteenth Boy. There are generally three hundred and sixty-five days in a year.

Master. How many days are there in a leap year?

Fourteenth Boy. There are three hundred and sixty-six days in a leap year.

Master How many weeks are there in a year?

Fifteenth Boy There are fifty-two weeks in a year

Conversation —Name the first three days of the week Name the rest Name the first, third, and fifth days Name the rest Name a month that has thirty days What other months have the same number? Name a month that has thirty-one Name the rest that have the same number On what day did Solomon Grundy die? Which is the first day of the week? Which is the last? Etc

---

Word study —

A´pril	**May**	**March**	**Sat´ur-day**
ex-cept´ing	**year**	**Au´gust**	**Fri´day**
De-cem´ber	**leap**	**Sol´o-mon**	**die, died**
Feb´ru-a-ry	**christ´ened**	**hol´i-day**	**Tues´day**
end	**sick´en**	**Mon´day**	**Ju-ly´**
yes´ter-day	**six´ty**	**Sun´day**	**Thurs´day**
Wed´nes-day	**be-fore´**	**Grun´dy**	**worse**
gen´er-al-ly	**born**	**hun´dred**	**bur´ied**

Composition —Make out a calendar for the next five weeks, showing the days of the month and week, and the holidays

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LESSON XII.

Introductory sentences —When the fish was caught, it said, "This is *a bad business*." It is *a bad business* when boys do not know their lessons It seemed *a bad business* when the woodcutter let his axe fall into the water

Jackals are larger than cats, but they are *by no means* so large as lions It was *a bad business* when the little fish was caught, but *by no means* so bad as it was when the fish was made into curry

Mercury brought up a golden axe, he also brought up a silver one (*or*, he brought up a silver one *too*) There were both black and white cows in the field, and brown ones *too* Bad men deceive, and often steal *too*

You are older than you were when I saw you before, *then* you were six, *now* you are ten You will be older still when I next see you, you will be thirteen *then*

THE JACKAL AND THE EWE SHEEP.

ONCE upon a time a certain jackal chased a ewe sheep, hoping to catch her The sheep ran into a half-dry tank, where she stuck in the mud The jackal, trying to follow her, stuck in the mud too. Then said the jackal,—

"O aunt, this is a bad business!"

"O nephew!" answered she, "it is

by no means so bad as it will be soon, when my master comes. On his shoulder he will carry a forked stick, and behind him will follow his two dogs, Dabbû and Bholu.

"One blow with his stick will hit you in two places, and his dogs will drag you out by the throat Then, dear nephew, you will know that this business is not so bad now as it will be then"

Proverb —"The biter bit"

From "Indian Nights' Entertainment," by the REV C SWYNNERTON F S A

Conversation —What did the jackal say when he was stuck in the mud? What did the farmer carry? Where did he carry it? How will he hit the jackal? What will the dogs do? What proverb follows this story? Etc

---

Word-study —

drag **ewe** **hit** **mud** **blow** **forked**
aunt **neph'ew** **stick** **stuck** **throat** **soon**

Composition —Try to write out the story

Make one sentence out of each of the two following by using a relative pronoun.—

The trader saw the bear, the trader was afraid

The sheep stuck in the mud, the sheep ran into the tank.

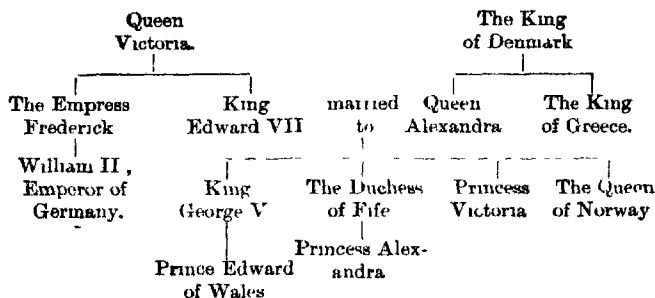
The men ride on camels, the men have swords

The flies are caught in the web, the spider eats the flies

Mercury brought up the axe, the axe was golden

THE JACKAL AND THE EWE SHEEP.

LESSON XIII.

RELATIONSHIPS.

This table shows the way in which the people named in it are related to one another. A line going down from one name to another shows that the first name is that of a father or mother, and the second that of his or her child

We see, therefore, that the Empress Frederick of Germany and King Edward the Seventh were the son and daughter of Queen Victoria William the Second, Emperor of Germany, is the son of the Empress Frederick, who was the wife of the Emperor Frederick the Third of Germany.

Queen Alexandra is the daughter of

the King of Denmark. King George the Fifth and the Duchess of Fife are the son and daughter of King Edward the Seventh. Prince Edward of Wales is the son of King George the Fifth, and the Princess Alexandra is the daughter of the Duke of Fife.

The Emperor of Germany, King George the Fifth, and the Duchess of Fife are all grandchildren of Queen Victoria, and Prince Edward and Princess Alexandra are her great-grandchildren; she was their great-grandmother. Prince Edward and Princess Alexandra are also grandchildren of King Edward the Seventh and Queen Alexandra.

King George the Fifth and the Duchess of Fife are both children of King Edward the Seventh. King George is therefore the Duchess's brother, and the Duchess is the King's sister; they are brother and sister.

King George the Fifth and the Duchess of Fife are the cousins of the Emperor William. The Emperor of Germany is the nephew of King Edward the

Seventh, and King Edward was his uncle The Duchess of Fife is the niece of the Empress Frederick, and the Empress was her aunt. Queen Alexandra is also the aunt of the Emperor of Germany.

You can now point out the other relationships shown in the table Try also to make a table like it, to show the relationships of your own grandfathers, grandmothers, father, mother, uncles, aunts, brothers and sisters, and cousins

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Conversation *Whose* daughter was the Empress Frederick? *Whose* son is the Prince of Wales? *What relation is* the Duchess of Fife *to* the King? *What relation is* the Princess Alexandra *to* the Prince of Wales? What is the *relationship between* the King of Denmark and Queen Alexandra? Etc

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Word-study —

Al-ex-an′dra	**Em′per-or,**	**Queen**	**Duke,**
Wales	**Em′press**	**niece**	**Duch′ess**
re-late′,	**Ed′ward**	**Vic-to′ri-a**	**grand′child**
re-lat′ed	**Fred′er-ick**	**Wil′li-am**	**grand′fa-ther**
re-la′tion-ship	**Den′mark**	**Prince**	**grand′moth-er**
Ger′man-y	**Nor′way**	**Prin′cess**	**un′cle**

Composition —Make out the table mentioned in the last paragraph of the lesson

LESSON XIV.

Introductory sentences —The farmer *told his dogs to drag* the jackal out by the throat Your mothers *tell you to go* to school Schoolmasters *tell boys to stand up, to sit down, to write, to read,* etc They also *tell* them *not* to play in school The bear *tells* the hunter *not* to sell a bear's skin until he has got it

The little fish *asked* the fisherman *to put him* back into the water The hunter *asked* the trader *to get* up The little boy *asked* his sister *to tell him* what animals give coffee

This is *my* book, this book is *mine* Those are *your* books those books are *yours* The girl has a pink dress, the pink dress is *hers* Boys have books, the books are *theirs* The fisherman had caught the fish, the fish was *his* The hunter had not caught the bear the bear was not *his*

A GEOMETRY LESSON.

A MASTER once gave the following lesson to the second form in a high school.

He first drew on the blackboard a square, and then said,—

"The four lines which make a square are called the sides of the square All these lines are equal All the sides of a square are equal Is this side as long as that?"

"Yes, sir, those two sides are equal"

"How many sides has the square, and how many corners?"

"It has four sides and four corners"

"The corners of a square are called right angles. The sides of the blackboard form right angles How many right angles has the blackboard?"

"It has four, sir"

"Show me some straight lines in the schoolroom.'

The boys then showed the lines between the floor and the walls, the edges of the desks and benches, the edges of the covers and the leaves of their books, and many other straight lines

Next the mastei asked the boys to show some right angles in the schoolroom. They showed the corners of the room, the corners of the leaves and covers of their books, and other right angles

"Now," said the master, "draw a square with sides two inches long I will draw one on the blackboard with sides four inches long

"My square is four times as large as yours Your squares are one quarter of mine. I am whitening mine with

chalk; you may blacken yours with your pencils.

"Now draw a square with sides of four inches Draw an upright line dividing it into two equal parts Find the middle point of this line Draw a horizontal line through this middle point Now the square is divided into four equal squares, and the sides of each are two inches

"I whiten the small square in the left-hand top corner of the larger one, and also the small square in the right-hand bottom corner. You may blacken the same squares Now my left-hand top square is white, and yours is black, and my left-hand bottom square is black, and yours is white"

The master then drew another square with sides four inches long on the blackboard, and told a boy to draw straight lines from its top left-hand angle to its bottom right-hand angle, and from its top right-hand angle to its bottom left-hand angle

The boy did this, and the master

then told all the boys to make drawings like the one on the blackboard, but only one quarter its size

He showed them that each square was divided into four triangles, each having three sides and three angles He numbered the triangles, beginning with the top one, 1, 2, 3, and 4, and told the boys to blacken with their pencils triangles 2 and 4

Conversation — *Whose* book is this? It is *yours* *Whose* slate is this? It is *mine* *Whose* coat is that? It is *his* Etc

What did the master *tell* the boys to do? To draw a square What did he *tell* them to do next? To blacken it What colour was *his* square? What colour was *theirs*?

Word study —

draw, drew	**pen-cil**	**inch**	**show**
quar′-ter	**edge, bench**	**mid′-dle**	**up′-right**
an′-gle	**line**	**ge-o′-me-try**	**num′-ber**
black′-en	**di-vide′, right**	**fol′-low-ing**	**e′-qual**
square	**tri′-an-gle**	**cor′-ner**	**point**
straight	**whit′-en**	**form**	**hor-i-zon′-tal**

Composition —Write sentences answering the following questions Is the top of your desk square? How do you know it is not square? How many corners have the covers of your reading book? How many corners have the leaves of your reading book? Is your desk as long as the room? Is the door as high as the room? Has your book as many corners as the blackboard?

LESSON XV.

Introductory sentences —Do you *ever* deceive your father? No, I *never* deceive him Industrious boys *never* play in school! Have you *ever* seen a horse with wings? No, I have *never* seen a horse with wings *No* month *ever* has more than thirty-one days (*or*, a month *never* has more than thirty one days)

The fisherman wondered to see *so small* a fish [as the one he caught] The woodcutter did not think that *so* beautiful an axe [as the one he saw] was his The spider was pleased to see *so* many flies [as he saw] The hunter had not hoped to get *so* much money for the bear's skin [as he did get]

It is reported of Mercury that he brought back the woodcutter's axe *It is reported of* the little fish that he begged the fisherman to put him back *It is reported of* Solomon Grundy that he was christened on Tuesday

Idle boys *give pain* to their schoolmasters Fathers *are* much *hurt* when their sons are deceitful. Boys who are not kind to their mothers give *pain* to them The jackal felt *pain* and *was hurt* when the stick hit him in two places The little fish felt *pain* when the fisherman caught him The *pain* a mother feels when her son is unkind is different from the *pain* a jackal or even a boy feels from the blow of a stick The jackal was hurt when he was dragged out of the mud by his throat, and a father is hurt when his son deceives him, but they are hurt in different ways

Although the fish begged to be put back, *it was all in vain* the fisherman took him home *Although* both the trader and the hunter tried to kill the bear, *it was all in vain* the bear almost killed them *Although* the rhyme of Solomon Grundy is nonsense, it is useful because the names of the days of the week are in it

DIRTY JIM.

THERE was one little Jim ,
'Tis reported of him—
And 'tis to his lasting disgrace—
That he never was seen
With his hands at all clean,
Nor yet ever clean was his face

His friends were much hurt
To see so much dirt,
And often they made him quite clean ;
But all was in vain—
He was dirty again,
And never was fit to be seen

It gave him no pain
To hear them complain,
Nor his own dirty clothes to survey ;
His indolent mind
No pleasure could find
In tidy and wholesome array

The idle and bad,
Like this little lad,
May love dirty ways, to be sure ;
But good boys are seen
To be decent and clean,
Although they are ever so poor

T L PEACOCK

Word study

lad, re-port′	**vain**	**in′-do-lent**	**whole′-some**
last′-ing	**pain**	**fit**	**al-though′**
plea′-sure	**com-plain′**	**quite**	**good**
dis-grace′	**sur-vey′**	**mind**	**hurt**
de′-cent	**ar-ray′**	**ti′-dy**	**dirt, dirt′-y**

Composition.—Write out the first and third verses like prose, altering the order of the words where you think necessary.

LESSON XVI.

Introductory sentences.—*Since* Jim never bathed, he was very dirty. *Since* it was all in vain to try to make Jim clean, his friends left him dirty. *Since* idle children find no pleasure in reading, they do not go to school if they can help it.

The jackal *as well as* the ewe was stuck in the mud. Jim's clothes *as well as* his body were dirty. The Emperor

of Germany *as well as* our King George the Fifth is a grandson of Queen Victoria

Children *must* be clean and neat in school To find the number of days in a leap year we *must* add one to three hundred and sixty-five People *must* not give pain to animals Boys *must* not take pleasure in deceit

People wash *themselves* to be clean Sometimes people who think that they are clever deceive *themselves.* The milkmaid seated *herself* on a stool and milked the cow. The hunter threw *himself* on the ground Bad boys do not trouble *themselves* to read many books

Jim's friends *felt sure* that he could find no pleasure in tidy and wholesome array Good boys *are sure* to be decent and clean The bear *was sure* that the hunter was dead The trader *was sure* that the bear whispered something to the hunter I *am sure* that the rhyme about Solomon Grundy is nonsense You *are sure* that the answer to the third riddle is "an egg"

THE HARE WITH MANY FRIENDS.

THERE was once a hare so kind and gentle that many animals called themselves her friends. They said to her, "If you are in trouble, come to us and we will help you"

One day the hunters sent their dogs to chase the hare. When she found that they were close behind her, she said to herself, "Now I am sure that one of my friends will help me"

She ran first to the horse, and said,

"You see that I am in great trouble. Please take me on your back, and carry me far away from these cruel dogs"

"I have no time to help you," said the horse; "I must work for my master just now. Ask some of your other friends, I feel sure that they will help you"

Next the hare ran off to her friend the cow. "You see that I am in great danger," she said; "please drive the dogs away with your horns"

But the cow said, "I must go to be milked. I am sure that the goat will help you"

Then the hare asked the goat to stand between her and the hounds; but the goat said, "If I try to protect you, perhaps I shall step on you with my sharp hoofs, and then I shall hurt you You must go to our friend the sheep"

So the hare went to the sheep, and said, "You see the great danger I am in. Will not you protect me?"

But the sheep answered, "I must not make the dogs angry, for dogs sometimes kill sheep as well as hares."

The dogs were now very close to the hare, and she said to herself, "Since my friends will not help me, I must protect myself," so she ran off very quickly, and was soon out of danger. "Alas!" she said, "I thought that I had many friends, but I find, after all, that I have none."

We must try to help ourselves, and must not trust to others to help us.

Conversation —What must we do early in the morning? We must bathe What must we do in school? What must we be kind to? We must be kind to animals How many days in the week must boys come to school? How many days must we add to February in leap year? Why must boys not deceive their fathers? May they deceive their schoolmasters and their mothers? Etc

Word-study —

hare, a-las′	**gen′-tle**	**close**	**sure**
sharp	**them-selves′**	**goat**	**cru′-el**
hoof	**send, sent**	**quick′-ly**	**must**
hound	**step** (*v*)	**horn**	**trust**

Composition Why did not the horse, the cow, the goat, and the sheep help the hare?

LESSON XVII.

Introductory sentences Dogs have bitten sheep The sheep *said* that dogs *had bitten* sheep Hunters have deceived traders The trader *found* that the hunter *had deceived* him, since the bear was alive in the forest The master *said* that he *had drawn* a square with sides four inches long The hare *found* that she *had trusted* her friends in vain

The trader thought that something *had been whispered* by the bear The bear did not know that he *had been deceived* by the hunter Jim's friends said that he *had* never *been seen* wearing neat and clean clothes

THE CLEVER COOLY.

A CERTAIN cooly agreed with a farmer to dig a well for a sum of money. He

therefore dug all day, and at night had dug down about four feet

Next morning, when he came to the well very early, he found that the side of the well had fallen in, and that the hole that he had made was half-full of earth

"This is a bad business," said he to himself. but after thinking a little he put down his crowbar and his upper cloth near the well, and went home and lay down

Some time after the farmer came out, and seeing the earth in the well, and the cooly's crowbar and upper cloth lying near it, he thought that the cooly had been buried by the earth

The farmer therefore called the neighbours and asked them to come and help to dig out the poor cooly

The neighbours came and when they had dug out almost all the earth, they were astonished to see the cooly coming towards the well.

"Thank you very much," said he,

"for your kindness in digging the earth out of the well.

"When I came here this morning, I found that the side of the well had fallen in but as I had a bad head-

ache, I went home and lay down I am now better, and have come back for my crowbar and cloth."

Some of the neighbours were angry at the cooly's trick, but others laughed at his cleverness

Conversation.—*Boy*. Please, sir, may I go out? *Master*. Yes. *Boy*. Thank you, sir. *Master* (*giving book*). Here is your book. *Boy*. Thank you, sir. *First boy*. Please, will you let me look at your book? *Second boy*. Yes, you may look at it. *First boy*. Thank you. Etc.

Word-study.—

thank	**a-gree′**	**cle′-ver-ness**	**crow′-bar**
{ **neigh′-bour**	**up′-per**	{ **dig, dig′-ging,**	**as-ton′-ish**
{ **make**	**good,**	**dug**	{ **earth**
head′-ache	**bet′-ter**	**trick**	{ **ear′-ly**

Composition.—Rewrite the second and third paragraphs in the present tense. Next morning when he *comes* to the well very early. Etc. Remember that the perfect with *have* is a *present* tense.

LESSON XVIII.

Introductory sentences.—*Wherever* you look in a room you see straight lines. In a town you see houses *everywhere*; you see them *wherever* you go.

It *seems* that (*or*, as if) the square *can be* divided into four equal triangles.

It *seemed* that (*or*, as if) the square *could be* divided into four equal triangles.

WYNKEN, BLYNKEN, AND NOD.

Wynken, Blynken, and Nod one night
　Sailed off in a wooden shoe—
Sailed on a river of crystal light,
　Into a sea of dew.
"Where are you going, and what do you wish?"
　The old moon asked the three.

"We have come to fish for the herring fish
That live in this beautiful sea ;
Nets of silver and gold have we !"
Said Wynken,
Blynken,
And Nod

The old moon laughed, and sang a song,
As they rocked in the wooden shoe ;
And the wind that sped them all night long
Ruffled the waves of dew
The little stars were the herring fish
That lived in that beautiful sea
"Now cast your nets wherever you wish ;
Never afraid are we"
So cried the stars to the fishermen three—
Wynken,
Blynken,
And Nod

All night long their nets they threw
To the stars in the twinkling foam ;
Then down from the skies came the wooden shoe,
Bringing the fishermen home
'Twas all so pretty a sail, it seemed
As if it could not be,
And some folks thought 'twas a dream they'd dreamed

Of sailing that beautiful sea ;
But I shall name you the fishermen three—
Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes,
And Nod is a little head,
And the wooden shoe that sailed the skies
Is a little one's cradle-bed
So shut your eyes while mother sings
Of wonderful sights that be,*

* In prose, "that *are*," not to be imitated in composition.

And you shall see the beautiful things
  As you rock in the misty sea,
  Where the old shoe rocked the fishermen
    three—
      Wynken,
      Blynken,
      And Nod

EUGENE FIELD

Conversation —Who were Wynken, Blynken, and Nod? Did they really sail in the sky? What were the herring fish? What was the wooden shoe? Did Wynken, Blynken, and Nod dream? Whose eyes and head were Wynken, Blynken, and Nod? What were their nets made of? What was the sea that they sailed in? Etc.

Word-study —

star	**speed, sped**	**wher-ev'-er**	**foam**
cast	**dream** (*n* and *v*)	**her'-ring**	**twink'-le**
sea	**ruf'-fle**	**sky, skies**	**wind**
cra'-dle	**shut**	**sight**	**mist'-y**
wave	**won'-der-ful**	**nod**	**Wynk'-en, wink**
net	**moth'-er**	**rock** (*v*)	**Blynk'-en, blink**

Composition —Write sentences answering each of the questions under *Conversation*

Complete each of the following sentences —

Boys know that
The neighbours saw that
The ewe sheep said that .
The boy said that to-morrow ...
Wynken dreams that .

LESSON XIX.

Introductory sentences The master said "Draw a square, when you have done *so*, blacken it" The farmer asked the neighbours to dig out the cooly They tried to do *so*

The master told the boys that a square has four sides. The boys were told that a square has four sides (*or*, they were told *so*) Boys know that they must not deceive, because they are told *so*

The master { says / tells *the boys* } that the lines are equal

The hunter { said / told *the trader* } that the bear whispered to him

The farmer { said / told *the neighbours* } that the cooly was buried

The master { said that *the boy* was idle / told *the boy* that he was idle }

Whether Wynken, Blynken, and Nod dreamed about fishing, *or* really went fishing, they were very happy The neighbours did not know *whether* to laugh *or* to be angry *Whether* they laughed *or* were angry the cooly was pleased The bear did not know *whether* the man was dead *or* alive, so it turned him over

After all, the cooly was not dead, *but* alive The bear was not killed, *but* was still alive in the forest A triangle has not four sides, *but* three Wynken did not fish for herring fish, *but* for stars

A GREAT BALL.

Most boys and girls know that the earth is round, like the moon They have often been told so, but they have never seen for themselves that the earth is round Whether they look at the land

or at the sea; the earth always seems flat, except where there are hills.

Come with me to the seashore, and there you will see for yourselves that the earth is really round, and not flat.

Here we are at the shore We are standing on a high cliff, and looking at the sea far below, with boats and ships sailing on it.

The sea looks like a flat sheet of water, and far out from the land it seems to meet the sky in a curved line. This is called the horizon.

Now let us go down below the cliff There we see less of the water than we did before The steamer which we saw far away on the horizon is now out of sight.

This is not because the steamer has gone away. People on the top of the cliff can still see it. Why cannot we see it? Because part of the sea is now between us and the steamer.

This tells us something about the *shape* of the sea, does it not? It tells us that the sea is not flat, as it seems to be, but is rounded like a low hill. That

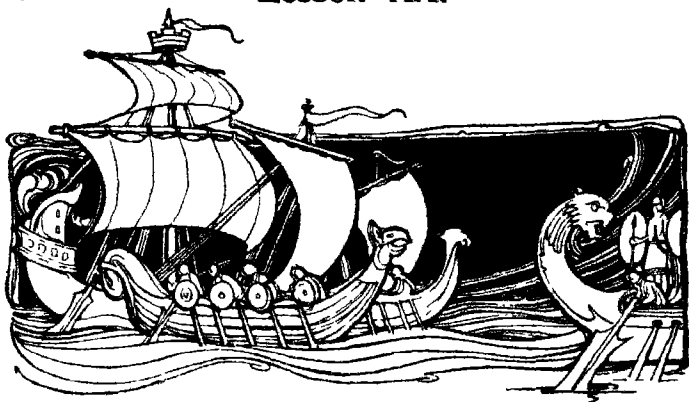
is why we cannot see the water beyond the horizon

Thus we see for ourselves that the sea is not flat, but curved 'On every part of the sea this curve is found to be the same. This shows us that the earth must be a huge ball

Conversation —How do you know that a square has four right angles? Because we have been told *so*. Have you ever seen the god Mercury? We have never done *so* Etc.

Word-study —

land	**sea-shore**	**hill**	**low**
flat	**meet**	**cliff**	**be-yond'**
shape	**steam-er**	**ho-ri-zon**	**curve** (*v.*), **huge**

Composition —Try to write how we can find out that the sea is not really flat

LESSON XX.

Introductory sentences —

The rich man said { I will / that he would } give a loaf to each child

Mercury said { I will / that he would } bring back the axe

The boy thought that he *would* not *be seen* The ewe sheep said that the farmer *would come* with his two dogs Wynken dreamt that he *would catch* the stars in his net We thought that we *should* not *see* the steamer from the cliff. We hoped that we *should divide* the square into four triangles

The neighbours *dug, thinking* that they *would* find the cooly. They *rocked* in the wooden shoe, *hoping* that they *would* catch the herring fish The farmer, not *knowing* that the cooly *was* at home, *thought* that he was buried in the well. The neighbours, *seeing* that the cooly *was* not buried in the well, *were* angry

We sleep *during* the night, and work *during* the day. *During* the time the neighbours were digging, the cooly was lying down at home When you are at school you are *away from home.* You stay *away from school* when you are sick.

ODYSSEUS AND THE CYCLOPS.—I.

ONCE upon a time there was a very brave and cunning man named Odysseus A blind poet of Greece named Homer, about three thousand years ago, wrote a long poem about Odysseus

In this poem he tells how Odysseus wandered for ten years, and at last came back to his home in the island of Ithaca. During his wanderings he had many adventures, and I am now going to tell you about his adventures in the land of the Cyclops, who were one-eyed giants

These cruel giants lived on a far-off island They were as tall as trees, and each had one round eye in the middle of his forehead.

They kept sheep and goats, which fed all day in the fields, and were driven home at night to the caves in which the giants lived

One night Odysseus and his crew came in their ship to the land of these one-eyed giants. They got out of their

ship and lay down on the seashore, and slept till morning Early next day Odysseus and twelve of his crew, taking a skin full of wine and a bag of food with them, went inland until they came to the cave of a Cyclops.

This Cyclops was away from home feeding his sheep, so Odysseus and his sailors went into the cave, and saw the presses filled with cheese, vessels full of milk covered with cream, and a number of pens with lambs and kids in them

The sailors begged Odysseus to drive the kids and lambs down to the ship at once He did not listen to them, but said that he would wait in the cave until the Cyclops came back

Towards sunset the giant (whose name was Polyphemus) came home, carrying on his shoulder a number of dry sticks and logs of wood, which he threw down with a loud noise.

Odysseus and his crew were astonished to see the huge giant with only one eye, and they were so frightened

that they hid themselves in the inner part of the cave, hoping that they would not be seen

Polyphemus drove his sheep and goats into the cave, and shut up the doorway with a huge stone Then he milked the ewes and the goats, and lit his fire.

The fire burned so brightly that the giant spied the strangers "Who are you?" he asked, "and what are you doing here?" Odysseus said that they had been driven to the island by a storm.

The giant did not answer Odysseus, but leapt up, took hold of two of the sailors by their legs, and dashed their heads on the ground Then he cut them in pieces, and ate them; after which he stretched himself on the floor, and went to sleep

You may be sure that Odysseus and his men were much afraid They wept, and prayed to their gods, and looked about for a way of escape, but they could find none.

Odysseus was going to stab the sleeping Polyphemus with his sword, when he remembered that only the giant could roll away the stone from the doorway of the cave He therefore determined not to kill the giant

---

Conversation —How many triangles did you think that you would have? I thought that I should have four triangles (*or*, we thought that we should have four triangles) What did the crew beg? They begged that Odysseus would not wait in the cave What did Odysseus and his crew hope? They hoped that they would not be seen How tall were the Cyclops? How many eyes had Polyphemus? Where was his eye? How many of the crew went with Odysseus? What did the rest do? What

"Polyphemus drove his sheep and goats into the cave."

animals did the Cyclops keep? Where did they live? What was their food? Who wrote the poem about Odysseus? Etc

---

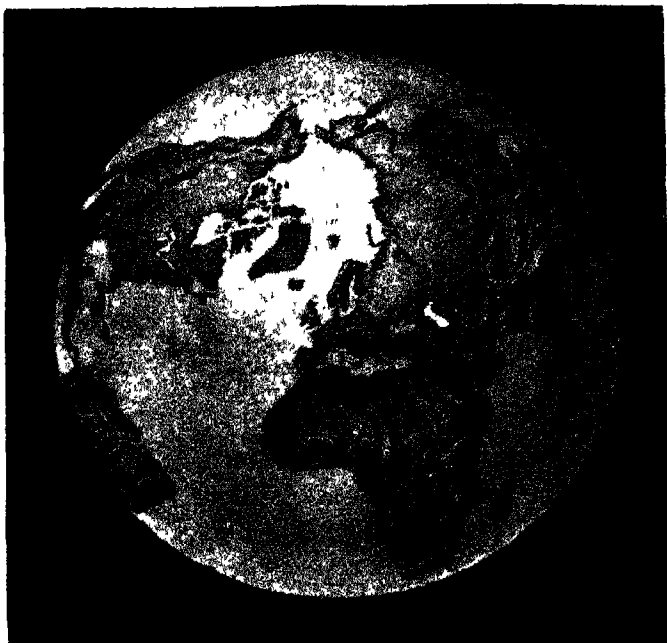
a-go'
wan'-der
tall
stran'-ger
es-cape'
stab, dash
press (*n.*)
stretch
re-mem'-ber
fore'-head

Greece
cheese
spy, spied
wine
is'-land
gi'-ant
one-eyed'
Cy'-clops (*s.* and *p.*)
po'-et, po'-em
Ho'-mer

Ith'-a-ca
O-dys'-seus
kid
in'-ner
cun'-ning
sun'-set
ad-ven'-ture
du'-ring
loud, noise
Pol-y-phe'-mus

Composition.—Write an account of what happened after Polyphemus came home.

LESSON XXI.

Introductory sentences.—When you divided a square into four parts, each was *a quarter* of the *whole* square. Any two of the parts made a *half* of the *whole* square. Any two *quarters* were *half* of the *whole* square. When you divided a square into four triangles, each triangle was a *quarter* of the *whole* square, two triangles were *half* of the square, and three triangles were *three quarters* of the square. Two triangles were also *one quarter* of two squares. Six triangles were *three quarters* of two squares. One triangle was *less* than a half of the square. Two triangles were *less* than *three quarters* of the square, but *more* than *one quarter* of it. Three triangles were *less* than *half* of two squares, but *more* than *half* of one square.

People *often* see jackals in a jungle; *sometimes* they see a bear. Clean children *often* bathe; even dirty Jim bathed *sometimes*. Polyphemus *often ate* cheese; he *sometimes* ate men. Coolies often dig wells; *sometimes* the side of a well falls in.

If you go in a ship far from land you cannot see the land; it is *out of sight* (or, you are *out of sight of land*). You can look at a ship on the sea till it is *out of sight*.

THE SEA.

All the land on the earth is only about one-quarter of the whole surface

of the globe, while the seas and oceans make up about three-quarters

If you look carefully at the map on the last page, you will see that this is true. In that map you see only one side of the globe, one-half of its whole surface

On that half of the globe is nearly all the land in the world—the continents of Europe, Asia, Africa, and North America, and part of South America But all this land only covers less than half the surface of half the globe, or less than a quarter of the whole surface.

On the other half of the globe the only land is part of South America, Australia, and a number of islands, so that nearly the whole of the other half is sea. We see, therefore, that about three-quarters of the earth's surface is sea, and about one-quarter land

Have you ever seen the sea? If you have not, you must try to imagine what it is like Perhaps you have seen large tanks, or lakes, or wide rivers But beyond the largest tank or the widest river you can see land.

If you stand on the shore of the Bay of Bengal and look east, you see no land , or on the shore of the Indian Ocean and look west, you see no land.

If you leave Bombay or Madras in a

steamer for Aden or Rangoon, in a few hours you will be quite out of sight of land, and you will see no land for several days

The sea, therefore, differs in size from any other body of water You can see across the widest river or tank,

but you can only see, at the same time, a very small part of the sea

But the sea differs in other ways from other bodies of water It is salt, its water cannot be drunk by men or by animals

Its water is nearly always moving The movement we call waves Wind makes the waves rise, and the higher the wind, (the higher the waves rise.)

Wind causes waves on rivers and tanks also, but we never see waves on them so large as we sometimes see on the sea This is because it is so very much larger

The waves break on the seashore with a roaring noise In Madras the roaring of the waves can sometimes be heard at night-time two or three miles inland

---

Conversation — What did dirty Jim do sometimes? What did he do often? What do you do sometimes? What do you do often? What part of the square were two triangles? What part of the whole globe is half of half the globe? What part of the whole globe is a quarter of half the globe? What land is seen in the picture? What land is on the other half of the globe? Etc

Word-study —

A´si-a	**Aus-tra´li-a**	**Ran-goon´**	**near´ly**
A´den	**im-a´gine**	**move, move´ment**	**Eu´rope**
bay	**west**	**globe**	**sur´face**
lake	**east**	**o´ce-an**	**cause**
salt	**wide**	**whole**	**true**
bod´y	**dif´fers**	**roar, roar´ing**	**Bom-bay´**

Composition —Describe clearly all the ways in which the sea differs from other bodies of water.

Write in one sentence all that is told in each of the following sets of sentences —

(1.) The giant could roll away the stone. No one else could roll it away. Odysseus remembered this.

(2.) The cooly came to the well. He came next morning. He came very early. The side of the well had fallen in. The cooly saw this.

(3.) There was once a hare. The hare was kind. The hare was gentle.

LESSON XXII.

Introductory sentences —

We {cannot / are not able to} walk on water.

We {can / are able to} imagine what the sea is like.

{As / Because} Mercury was a god, he {could / was able to} bring gold and silver axes out of the river.

{Because / As} the cooly was strong, he {could / was able to} dig four feet in a day.

{As / Because} Polyphemus was a giant, he {could / was able to} move the huge stone.

When we lie awake, the night seems long We say that we lie awake *all night long* When we travel all day, the day seems long we travel *all day long*

Here are two pencils *which of them* is yours? This is mine Mercury *asked* the woodman *which* of the axes *was* his *Which* of these four boys *will be* top of the class? The master *asked which of* the boys *would* be top of the class

The cooly put his cloth down *by the side of* the well If we place one triangle *by the side of* another they seem to be equal The woodcutter was cutting down a tree that grew *by the side of* a river

The cart cannot cross the bridge till the sheep are *out of its way* People try to *get out of the way of* a mad elephant Boys who get *in the way of* a train are killed

ODYSSEUS AND THE CYCLOPS.—II

All night long the Greeks lay awake in great fright, waiting for the dawn When the sun's first beams shone into the cave Polyphemus got up, lit his fire, and milked his goats. Then he seized two more of the sailors, and ate them for breakfast

After breakfast he moved away the great door-stone, and drove his sheep and goats out of the cave Then he put the stone back in its place, and drove his flocks towards the hills, leaving Odysseus and his men to wonder which of them would be eaten next

While Polyphemus was away, Odysseus was trying to think of a way to escape. At last he thought of a very clever way, and we shall soon see what it was

By the side of a sheep-pen he saw the giant's great wooden club, as big as the mast of a ship From this great club Odysseus cut a stake, and sharpened it to a point Then he hardened the point in the fire, and hid the stake

In the evening Polyphemus came home, and when he had milked his goats and lighted his fire, he seized two more of the sailors, and killed and ate them for his supper

Then Odysseus offered him some of the wine that he had brought from the ship, and the giant drank it off, and asked for more He liked the wine so much that he said to Odysseus, "What is your name? I wish to give you a reward."

Then Odysseus said, "Nobody is my name" "Well, Nobody," said the giant, "this shall be your reward: I will eat you the last of all"

Then Polyphemus drank the rest of the wine, and soon fell into a drunken sleep He lay on the floor, with his face upturned, and while he slept, Odysseus heated the sharpened end of the stake in the fire

Then when all was ready, he and his friends thrust the stake into the giant's one eye The giant awoke, and with a loud roar pulled out the stake

Roaring with pain, he rushed round and round the cave, trying to catch Odysseus and his men But as the giant was now blind, they were easily able to keep out of his way

The giant was still roaring with pain, and soon wakened his neighbours, who gathered round the cave, and cried, "Who is killing you?"

"*Nobody* is killing me!" he cried "*Nobody* is killing me!"

"If nobody is killing you," they said, "why do you make this great hubbub?"

"*Nobody* is killing me!" he cried again and again

Thinking that he was mad, the giants left him, and went off to their own homes Odysseus laughed to think how he had tricked them.

But Odysseus and his friends were not out of danger yet. Next morning Polyphemus rolled away the stone, and sat in the doorway with his arms stretched out, hoping to catch them if they tried to go out with the sheep

---

Conversation —Why are we not able to see the steamer from below the cliff? Are you able to imagine what the sea is like? Where are we able to hear the noise of the sea two miles inland? Were Odysseus and his crew able to roll away the door stone? How large was the Cyclops's club? Which of the Greeks was Polyphemus going to eat last? Why was he going to eat Odysseus last? Which of her friends helped the hare? Which of the two men was able to kill the bear? Why did Odysseus say that his name was 'Nobody'? How many of the Greeks did Polyphemus eat? Why did he not eat more? Etc

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Word-study —

stake	**break′-fast**	**eas′-i-ly**	**club**
a-wake′,	**read′-y**	**beam**	**drunk′-en**
a-woke′,	**dawn**	**seize**	**thrust**
a′-ble	**fright**	**up-turned′**	**hub′-bub**

Composition —Write the third introductory sentence in four different ways Describe the putting out of Polyphemus's eye and the other Cyclops coming to help him

LESSON XXIII.

Introductory sentences —People who *see* well have good *sight* Birds *fly* swiftly, the *flight* of birds is swift Birds *sing sweetly* the *singing* of birds is *sweet* Children play, children like *playing* This poem *begins with* "I," it *ends with* "friend" The first line is at the *beginning* of the poem, the *last* line is at the *end* The poem was written *from beginning to end* by the poet Longfellow

THE ARROW AND THE SONG.

I shot an arrow into the air
It fell to earth, I knew not where,
For, so swiftly it flew, the sight
Could not follow it in its flight

I breathed a song into the air
It fell to earth, I knew not where,
For who has sight so keen and strong,
That it can follow the flight of a song?

Long, long afterward, in an oak
I found the arrow, still unbroke* ;
And the song, from beginning to end,
I found again in the heart of a friend

H W Longfellow

Conversation —Why could not the sight follow the arrow in its flight? With what did the poet shoot the arrow? With a bow. Where did it fall? Did the poet know just where it fell? What did he breathe into the air? Etc

* In prose, *unbroken*

Word-study :—

ar'-row	**breathe**	**swift, swift'-ly**	**un-bro'-ken**
heart	**fly, flight**	**shoot, shot**	**un-broke'**
keen	**flew**	**strong**	**oak**

Composition :—Write all you can about the poet's arrow and his song. Try and use different words for *breathed, to earth, from beginning to end, swiftly,* and *knew.* In saying that he could not follow its flight use *because* Change the question "For who has, etc ?" into a statement.

LESSON XXIV.

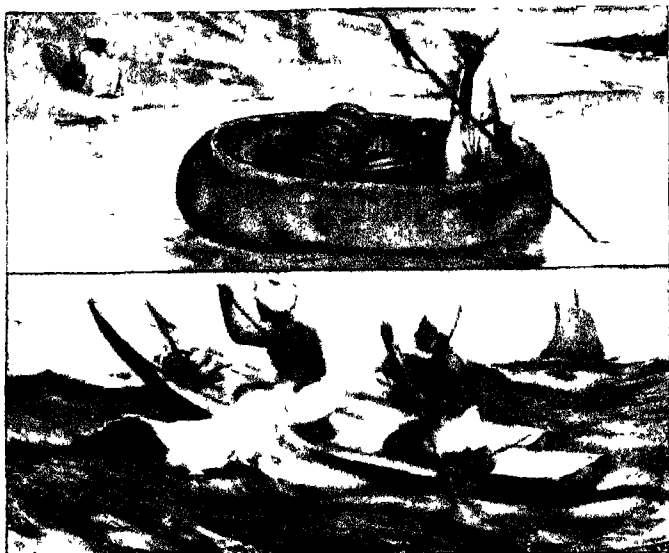
Introductory sentences —*What* poet wrote "The Arrow and the Song"? Longfellow wrote it. We know *what* poet wrote it. We do not know *what* men made the ship of Odysseus, nobody knows *what* men made it

Mercury offered the woodcutter a silver axe *instead of* his own *Instead of* killing Polyphemus, Odysseus put out his eye We can eat rice *instead of* bread

Ships can sail *with* the wind, they cannot sail *against* it. We can walk more easily *with* the wind than *against* it.

Polyphemus could not see Odysseus, *for* he was blind We cannot see across the sea, *for* it is too large.

BOATS AND SHIPS.

Nobody knows what men first made boats nor how they made them. Perhaps the first boats were only logs of wood. On the coasts of India fishermen use boats which are only three logs of wood roughly shaped and tied together.

Later, men learned to shape a log into a boat They hollowed out the log by lighting a fire on it, and then chopping out the partly-burnt wood with axes of stone or bronze. Boats made of tree-trunks hollowed out are used on the backwaters on the west coast of India

Later still, men learned to build boats. At first these were made like big baskets, covered outside with leather Boats

like this, made of bamboo, are used on many Indian rivers.

When men found out how to make tools of iron, they were able to cut up trees into planks, and learned to build larger boats and ships of these planks. In India men did this as long ago as the time of the great Buddhist king Asoka.

They used both oars and sails to propel their ships. As men learned to build larger ships they were able to make longer voyages Then, as the sailors grew more skilful, they built still larger ships

About a hundred years ago steam-engines began to be used for propelling ships instead of oars and sails. Ships so propelled are called steamships or steamers They can move through the water much faster than sailing ships, and can go against the wind.

Then came another great change in building ships. Men began to make them of iron and steel instead of making them of wood

Perhaps you think that an iron ship would not float so well as a wooden one You can easily find out for yourself whether an iron ship will float

Take a tin cup—which is really made

of iron covered with tin—put a little water in the cup, to keep it upright, and place it in water. You will find that it will float quite well, if you do not upset it or fill it with water

Now nearly all ships are made of iron or steel, and some of them are so large that they will carry several thousand people, and move so fast through the water that they cross the Atlantic Ocean in five days, and go from Bombay to London in three weeks

---

Conversation —What were the first boats? Where are boats like these still used? How did men make a boat out of a log? Where are such boats used? How did men first build boats? How did they build boats when they used tools made of iron? What did they use to propel ships? What is used now? Why are steamers better than sailing ships? What are large ships now made of? How can you show that an iron ship will float? In how many days will a steamer cross the Atlantic Ocean? In how many weeks will it go from Bombay to London?

Word-study —

back′-wa-ter	**A-so′-ka**	**up-set′**	**chop**	**Bud′-dhist**
plank	**skil′-ful**	**pro-pel′**	**hol′-low**	**coast**
At-lan′-tic	**in-stead′**	**voy′-age**	**Lon′-don**	**float**

Composition —Write what you can about iron ships and steamers

LESSON XXV.

Introductory sentences —The friends of Odysseus slept, but *he himself* could not sleep The poet did not remember the song *himself*, but his friend did You must write your compositions *yourselves* We wash *ourselves* every day The little girl saw the calf drink milk, and then drank some milk *herself*

Idle boys are the *first to leave* school, and the *last to come* to school Odysseus was the *last to* be eaten We do not know who was the *first* man *to build* a ship

The fisherman could not *make sure* that he would catch the same fish again Coolies cannot *make sure* that the side of a well will not fall in If we are careful we can divide up a square so as to *make sure* that the triangles will be equal

Long ago men *little thought* that iron ships would float The poet *little thought* that he would find his arrow again The hare *little thought* that all her friends would deceive her

When men catch an elephant they do not *set* it *free* again Spiders do not *set* flies *free* The hunter could not *set* the bear *free* because he had not caught it

Travellers go *on board* ships to cross the sea There are many sailors *on board* large steamers Four-and-twenty white mice were *on board* the ship with masts of gold and sails of silk

ODYSSEUS AND THE CYCLOPS.--III.

ODYSSEUS was quite as cunning as the giant After much thought he found a way for himself and his friends to escape

He took a number of osiers, of which Polyphemus's bed was made, and with

them tied the huge rams together in threes Underneath the middle ram of each three he tied one of his men.

Then he himself twisted his hands and feet into the thick wool of the best ram of the flock, and lying curled up under it, he waited for the coming of the dawn.

When the sun rose, the sheep bleated loudly, and went out to feed Polyphemus, still in great pain, felt along their backs as they passed

He wished to make quite sure that Odysseus and his men were not on the backs of the sheep or between them. He little thought that they were tied underneath the rams.

The last to come out was the large and beautiful ram which carried Odysseus As soon as he had passed the giant, Odysseus loosed himself from under the ram, and set his friends free

Rapidly the Greeks drove many of the sheep to the ship, and put them on board Then they took their oars and rowed the vessel out to a little distance from the land

Before setting sail, Odysseus shouted to the giant, and told him that the gods had punished him for his wicked deeds

This made the giant very angry He broke off the top of a high hill, and threw it at the ship It fell in front of the ship, and raised a great wave, which drove the vessel back on the shore

Then Odysseus seized a long pole, and thrust the ship off the land The men worked at the oars with all their strength, and soon the ship was out of danger

Once more, Odysseus shouted to the giant · "If any man asks who put out your eye, tell him that it was Odysseus"

When Polyphemus heard this, he begged Odysseus to come on shore again, that he might show him kindness, and treat him well.

But Odysseus only laughed Then the angry giant threw another huge rock at the ship It fell close to the

ESCAPE OF ODYSSEUS AND HIS MEN

rudder, and only helped to move the vessel on more quickly.

The Greeks rowed hard, and their ship bounded over the sparkling waves Soon the island of the Cyclops faded away in the distance, and at last was lost sight of below the horizon.

Conversation —With what did Odysseus tie his men to the rams? Why did Polyphemus feel the rams as they went out? Why did he not find Odysseus and his men? Which ram went out last? What did the Greeks do when they were free? What did Odysseus do before setting sail? What did the giant do? How did Odysseus get the ship off the shore? What was the last thing Odysseus said to the giant? What did Polyphemus beg of Odysseus? What did Odysseus do then? Why did the Greeks lose sight of the island of the Cyclops?

Word-study —

fade	**free**	**twist**	**bound**
spark′-ling	**deed**	**thick**	**un-der-neath′**
ram	**bleat**	**wick′-ed**	**curled**
pole	**treat**	**wool**	**pun′-ish**
o′-si-er	**lose**	**num′-ber**	**row**
strength	**lost**	**thought** (*n.*)	**board**

Composition —Write an account of how the Greeks escaped from the cave of the Cyclops

LESSON XXVI.

Introductory sentences —The Cyclops *whom* Odysseus blinded was named Polyphemus The men *whom* Odysseus left in the ship were ready when he came back The Cyclops asked *whom* he was speaking to People *whom* we ask to help us often fail to do so.

Boys like to do *what* they *please* We can go by train *where* we *please* People cannot generally live with *whom* they *please*, they must live with their relations. Schoolboys can play with *whom* they *please* After school they can go *where* they please and with *whom* they please Odysseus could not go *where* he pleased, but Polyphemus could do *what* he *pleased* with the Greeks

Wynken liked catching herring fish He said, "*I should like to* catch herring fish" He said that *he would like to* catch herring fish The Cyclops thought, "I *should like to* kill Nobody" Odysseus's crew thought, "*We should like* to get out of the cave" The other Cyclops said that *they would like* to go to sleep again The master said, "*You would like* to go home, but you must first learn your lesson"

Whoever first made a boat was a very clever man We must be kind to *whomever* we see in trouble

WRITING A LETTER.

ONE day the post peon came to a school He brought two letters for the headmaster and one for one of the boys. The boy took his letter and first looked at the address

He read it, but he did not know from whom the letter came The master said,

"Open your letter, Govind. You cannot tell whom it is from by looking at the outside."

Govind tore off the top of the cover, and took out his letter It was written in English, so he easily read it. It was from his brother Raman, who was a clerk in the collector's office in a town about twenty miles away

In it Raman told Govind that he was well, and that he hoped soon to be promoted He also said that the head clerk was kind to him, and that the collector himself was satisfied with his work

Govind was much pleased with his letter, and he said to the master, "Please, sir, may I read my letter to the other boys?" The master asked him whom it was from, and when Govind said, "It is from my brother Raman," the master told him to read it aloud

When he had finished, the master said, "It is a very good letter Your brother learnt to write letters here in this school; and it is time for you all to learn how to write a letter You

'The master told him to read it aloud.'

may each write one to whomever you please." He then asked each boy whom he would like to write to, and when each had answered, he said,—

"I will now tell you how to write a letter. Each take a sheet of paper In the right-hand top corner write, 'Government High School,' and below it 'Koochperwanipore' Below this write the date—1st April, 1907. Below the date and on the other side of the page write 'Dear ——,' putting the name of the person to whom you are writing."

The master then wrote on the black-board thus,—

GOVERNMENT HIGH SCHOOL,
KOOCHPERWANIPORE.
1st April, 1907

DEAR ——

"Having made a beginning, you can now write what you like in your letters. When you have finished them, you must write, 'I remain,' and then, if the letter is to a relation, 'your affectionate son, or brother, or nephew, or cousin;' **if it**

is to a friend, 'your affectionate friend,' and then sign your names."

He then wrote on the blackboard,—

I remain,
Your affectionate son

The boys all wrote the place and date and 'Dear ——' and then sat looking at the paper and biting their pens. They could not think what to write.

The master soon saw this, and said, "You do not know what to say. Dry what you have written with your blotting-paper, and put your letters in your desks. To-morrow we will read a poem about writing a letter, and you shall try again to write one"

Conversation —What must you write at the top right-hand corner of your letter? What must you write just below this? Where must you write the date? What do you write on the left-hand side of the page? What do you write at the end of the letter? What do you do with your blotting-paper?

Word-study —

ad-dress'	**let'-ter**	**Ra'-man**	**blot'-ting**
sat'-is-fy	**af-fec'-tion-ate**	**post**	**pa'-per**
re-main'	**col-lect'-or**	**pro-mote'**	**pe'-on**
clerk	**Go'-vind**	**sign**	**a-loud'**

Composition —Try to write a letter to one of your relations.

LESSON XXVII.

Introductory sentences. Odysseus asked the Cyclops to give him *something*, but the Cyclops gave him *nothing*. Men work for money; they will not work for *nothing*. The hare's friends did *nothing* for her. If we take five from five, *nothing* remains. Poor people often have *nothing* to eat. People on board ships sometimes have *nothing* to drink. Idle boys say that they have *nothing* to do.

If we *saw* Polyphemus we *should* be very much frightened. If the poet *found* his song in the heart of a friend he *would* be very much pleased. If you *saw* your brother, what *would* you say to him? If you *met* a bear, what *would* you do?

HOW TO WRITE A LETTER.

Maria intended a letter to write,
But could not begin (as she thought) to indite;
So went to her mother with pencil and slate
Containing "Dear Sister," and also a date

"With nothing to say, my dear girl, do not think
Of wasting your time over paper and ink;
But certainly this is an excellent way,
To try with your slate to find something to say

"I will give you a rule," said her mother. "My dear,
Just think for a moment your sister is here,
And what would you tell her? Consider, and then,
Though silent your tongue, you can speak with your pen"

ELIZABETH TURNER

Conversation — Who was Maria? Whom did she intend to write to? What was she going to write a letter on? Where did she write the date? Where did she write "Dear Sister"? Why is it a good way to write a letter first on a slate? What else could you write on first? Why could not Maria write her letter? What rule did her mother give her? What do you generally speak with? What can you use when your tongue is silent?

Word study —

con-tain′	**ink**	**in-tend′**	**ex′cel-lent**
Ma-ri′a	**con-si′der**	**si′lent**	**mo′ment**
cer′tain-ly	**be-gin′**	**in-dite′**	**tongue**

Composition —Try to use Maria's mother's rule for writing a letter.

LESSON XXVIII.

Introductory sentences —

{ The vessel *in which* rice is boiled.
{ The vessel rice is boiled *in*

{ The bed *on which* the Cyclops slept
{ The bed he slept *on*

{ The sister *to whom* Maria wrote
{ The sister she wrote *to*

{ The tree *up which* the monkey climbed
{ The tree he climbed *up*

People eat some rice every day *sometimes* they eat *more* rice, *sometimes* they eat *less* (or, they *sometimes* eat *more*, *sometimes less*) Cows give some milk every day, *sometimes more*, *sometimes less*

Walking *makes* us *tired* Odysseus *made* the Cyclops *angry* The hounds *made* the hare *run away*

The water of the sea *is* always *being moved* by the wind Industrious clerks *are being promoted* every day, and idle clerks *are being punished* Letters *are being written* by clerks every day

A cow eats *three times as much* grass as a sheep There is *three times as much* sea on the earth as land A square with sides of four inches is *four times as large* as one with sides of two inches You can run *twice as fast* as you can walk. Clever boys learn *twice as quickly* as stupid ones A giant is *ten times as strong* as other men

WATER-VAPOUR.

When people wash their clothes they often put them on the ground to dry. When they are dry we can no longer see or feel the water that was in them ;

it has disappeared. Where has it gone to?

If water is poured on dry sand, the sand swallows it up or *absorbs* it, it disappears But we can see that the sand is wet, because its colour is different, and we can feel that it is wet.

Now, when our clothes dry in the air, it is because the air absorbs the water that is in them But we cannot see this water in the air, nor can we feel it, because it is now itself thin like air But although we cannot see or feel it, there is always some water in the air, sometimes more, sometimes less

Wet clothes dry very quickly when the sun is shining brightly, and when they are spread out on the warm sand of a river bed. They dry more slowly when the sky is cloudy, or at night. They dry quickly, also, when they are hung before a fire.

We see, therefore, that heat makes them dry quickly We also see that in the hot weather the water in tanks and

pools quickly becomes less. If we look carefully, we can see the water sinking lower from day to day This is because it is being absorbed by the air

We see, also, that water spilt on a stone floor in a house dries up It also is being absorbed by the air The air is always absorbing water, but the hotter it is it absorbs the more

Now, in order that the air may absorb water, the water must become thin like air Water that is in this state is called water-vapour

When water is boiled, it is turned very rapidly into water-vapour Bubbles keep coming up from the bottom of the vessel which it is boiled in These are bubbles of water-vapour, not bubbles of air

Even when water is not boiled, it is always slowly turning into water-vapour, but this water-vapour comes from the top of the water, so we see no bubbles When water turns quietly into invisible vapour in this way, it is said to *evaporate*

Now remember that there is three times as much water on the earth as land, and that the air is always absorbing water-vapour from this water. We see, therefore, that the air must be full of water-vapour although we cannot see it.

Conversation.—When clothes are dried, where does the water go to? Why cannot we see or feel the water in the air? When do wet clothes dry quickly? What makes things dry quickly? When does water in tanks and pools quickly become less? What is water-vapour? What makes the bubbles in boiling water? When does water evaporate? How many times more sea is there on the earth than land?

Word-study.—

heat (*n.*)	**wet, spread**	**sink**	**swal´-low** (*v.*)
e-vap´-or-ate	**pour**	**in-vis´-i-ble**	**cloud, cloud´-y**
state	**twice**	**thin**	**pool**
va´-pour	**ab-sorb´**	**spill**	**bub´-ble**

Composition.—Say how water-vapour is formed (1) when water is boiled, and (2) when it evaporates.

LESSON XXIX.

Introductory sentences.—At last Polyphemus spied Odysseus (*or, caught sight of* him). The hare *caught sight of* the hounds in the distance. "*If* they *catch sight of* me," she said, "I shall be killed."

Having killed two of the crew, Polyphemus *sat down to* supper When his wife had cooked the fish, the fisherman *sat down to* dinner. In the morning we *sit down to* breakfast.

His crew did not know *what had become of* Odysseus Govind could not find his book "*What has become of* my book?" said he The water in the tank has disappeared. Do you know *what has become of* it?

Jim was a dirty boy, *but* he was not wicked (*or*, he was not wicked, *however*) The air is full of water we cannot see it, *however*

The collector *visited* the school (*or*, *paid a visit* to the school, *or*, *paid* the school *a visit*)

THE KING AND HIS DAUGHTERS.

THERE was once a king who had several daughters To the first he said, "Do you love me?" When she answered "Yes," he asked, "What is your love like?" "My love is like sugar," said she

To the next he said, "And what is your love like?" "My love is like honey," said she To the third he said, "And what is your love like?" "My love is like sherbet," said she To the last and youngest he said, "And what is your love like?" "My love is like salt," said she.

On hearing the answer of his young-

est daughter the king frowned , and since, when he asked her again, she gave the same answer, he drove her out into the forest

There, when wandering sadly along, she heard the tramping of a horse, and she hid herself in a hollow tree. But the rider, who was a prince, caught sight of the end of her saree

He asked her to come out of the tree, and when he saw her, he fell in love with her, and soon married her

Some time after, the king, her father, who did not know what had become of her, paid her husband a visit In the evening he sat down to dinner

Now the princess had ordered only dishes made with sugar and honey to be put before her father These he altogether refused or only tasted He was very hungry, however, and wished very much for something that he could eat

At last the princess herself brought him a dish of common spinach seasoned with salt, such as farmers eat,

and the king was able to satisfy his hunger by eating this

Then the princess threw off her veil, and said, "O my father, my love is like salt My love may be homely, but it is true, real, and lasting, and I beg your forgiveness"

Then the king saw that he had made a great mistake, and lovingly embraced his daughter

From "Indian Nights' Entertainment," by the
Rev C SWYNNERTON, F S A

Conversation —What question did the king ask each of his daughters? What were the answers of the first, second, third, and youngest? Which do you think loved him most? What did the king do on hearing the answer of his youngest daughter? Who found her in the forest? What did she first send the king for dinner? What did she send him last? What did the king refuse or only taste? On what did he satisfy his hunger? What did the princess say her love was like? When did the king see that he had made a great mistake?

Word-study —

pay, paid	**sad, sad'-ly**	**dish**	**hon'-ey**
taste	**tramp, tramp'-ing**	**spin'-ach**	**lo'-ving-ly**
em-brace'	**last, last'-ing**	**for-give'-ness**	**frown**
veil	**sher'-bet**	**com'-mon**	**how-ev'-er**
sea'-son (*v*)	**al-to-geth'-er**	**sat'-is-fy**	**home'-ly**

Composition —Write an account of the king's dinner

"He asked her to come out of the tree"

LESSON XXX.

HOME THEY BROUGHT HER WARRIOR DEAD.

HOME they brought her warrior dead:
  She nor swooned nor uttered cry
All her maidens, watching, said,
"She must weep or she will die."

Then they praised him, soft and low,
  Called him worthy to be loved,
Truest friend and noblest foe,
  Yet she neither spoke nor moved

Stole a maiden from her place,
  Lightly to the warrior stept,
Took the face-cloth from the face,
  Yet she neither moved nor wept

Rose a nurse of ninety years,
  Set his child upon her knee;
Like summer tempests came her tears—
"Sweet my child! I live for thee"

LORD TENNYSON

Conversation —Whose warrior was brought home dead? What did her maidens say? What did she not do? Who praised him? Whom did they praise? Who was worthy to be loved? Who was truest friend and noblest foe? From whose face was the face-cloth taken? How old was the nurse? What did she do? What did the lady do? What did she say? Etc

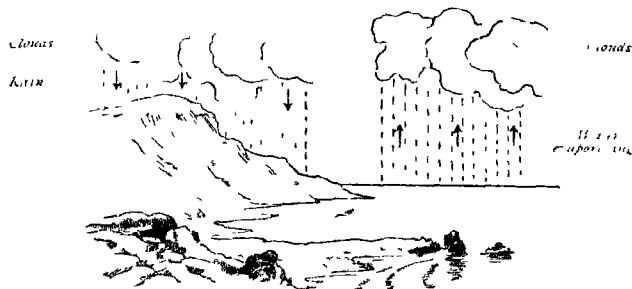
Word-study —

war′-ri-or	**mai′-den**	**light′-ly**	**low** (*adv*), **foe**
praise	**tear** (*n*)	**nine′-ty**	**no′-ble**
tem′-pest	**soft** (*adv*)	**ut′-ter**	**worth′-y, swoon**

Composition —Write out the poem like prose, changing the order of the words where necessary.

LESSON XXXI.

DEW AND RAIN.

How beautiful the dew looks on the grass in the early morning How does it come there? It is only water-vapour

that has become water again during the night.

We saw that heat makes water evaporate. During the day, while the sun is making the air warm, it is absorb-

ing water-vapour from the sea, and from every tank and river.

During the night, when the sun no longer shines, and the air and the

COMMON FORMS OF CLOUDS

earth become cool again, some of this water-vapour very gradually turns back into water, and we see it everywhere in the form of dewdrops.

Heat makes water turn into water-

vapour, or *evaporate*; cold turns water-vapour into water again, or *condenses* it

If you look up into the sky you will generally see clouds. In fine weather they look white and high up, but in wet weather, or when rain is coming, they are darker and nearer the earth. What are clouds?

When water is boiled you see steam. If you look carefully at boiling water you cannot see the steam close to the water, but a little distance above it.

When the water is boiled much water-vapour rises from it This water-vapour is invisible, but as it rises into the colder air above the vessel it begins to turn into water again, and then it is visible, and we see it as steam. Steam is really made up of very small portions of water

The clouds which you see in the sky are like steam. They are water-vapour turning back into water. If the air in which they are floating becomes colder, they turn into water altogether and fall as rain.

Conversation —When do we see the dew on the flowers? What is dew? Why does it fall during the night? What are clouds like in fine weather? When rain is coming? What condenses water-vapour? Why cannot you see steam close to boiling water? When do the clouds fall as rain? Etc.

Word-study —

dark	**grad′-u-al-ly**	**dew′-drop**	**con-dense′**
dark′-er	**vi′-si-ble, in-vi′-si-ble**	**steam**	**por′-tion**

Composition —Write what you know about dew

LESSON XXXII.

Introductory sentences —Some of the king's daughters loved him more, some less, all loved him *more or less* In Europe rain falls *more or less* in every month of the year Children are always *more or less* dirty

The camel and the rat were very different The *former* was very large, the *latter* was very small, the *former* had little pride, the *latter* had much.

We *make use of* iron for many purposes The farmers *make use of* the rain in July for sowing their crops The rat *made use of* the camel to carry him across the river

WINDS.—I.

Like the sea, the air is nearly always more or less in motion Air in motion is wind If the motion is slight, it is a breeze, if very violent, a storm or tempest.

We cannot see the air move as we

can see water do, but we can feel it, and we can see the effects of its motion. We see the trees bend, and hear their leaves rustle in the wind; we see the clouds moving slowly across the sky in a gentle breeze, or flying before the storm, and we see the waves raised by the wind on the surface of water.

Winds in the air are like rivers on land Just as water flows in the bed of a river, so great currents of air, or winds, flow through the air.

One great difference between rivers and currents of air is that the former continue for a very long time to flow in the same direction, while the latter constantly change their direction.

Air currents are much larger, too, than any river They may be hundreds of miles wide and of very great depth. We must not think, however, that the wind that we feel is also blowing high up in the air, or that it is calm high up because it is so on the surface of the earth.

Sometimes there are, at the same

time, two currents of air, one above the other, moving in different directions—one, perhaps, from north to south, the other from south to north. When we feel no wind we can often see the clouds moving rapidly high up in the sky

Before the invention of the steam-engine men made more use of the wind than they do now. Ships moved by its help, and mills for grinding corn were turned by it Now nearly all the largest ships are steamers, and corn-mills are often driven by steam-engines.

Conversation —In what direction is Japan from India? In what direction is Calcutta from Bombay? In what direction is Madras from Calcutta? What is the great difference between rivers and currents of air? Which are generally larger? How do we know that wind may be blowing high up when it is calm on the earth? What is now used to propel ships? What is used to turn corn-mills? What was formerly used for these purposes? Etc

Word-study —

lat'-ter	**ef-fect'**	**slight; grind**	**for'-mer**
calm	**di-rec'-tion**	**vi'-o-lent**	**rus'-tle**
breeze	**in-ven'-tion**	**con'-stant-ly**	**cur'-rent**
mill	**help** (*n*)	**mo'-tion**	**Cal-cut'-ta**
con-tin'-ue	**depth**	**sow; flow**	**a-bove'**

Composition —Write what you know about currents of air

LESSON XXXIII.

A CERTAIN African king named Cophetua would not marry, although his nobles begged him to do so. One day, however, as he was sitting in durbar, a beautiful beggar maid passed by. He fell in love with her, and soon after married her. Here is a poem about this.—

THE BEGGAR MAID.

Her arms across her breast she laid ;
She was more fair than words can say :
Barefooted came the beggar maid
Before the king Cophetua.

In robe and crown the king stept down,
To meet and greet her on her way.
"It is no wonder," said the lords;
"She is more beautiful than day."

As shines the moon in clouded skies,
She in her poor attire was seen
One praised her ankles, one her eyes,
One her dark hair and lovesome mien.
So sweet a face, such angel grace,
In all that land had never been:
Cophetua sware* a royal oath:
"This beggar maid shall be my queen!"

LORD TENNYSON

Conversation.—Where did King Cophetua live? What did his vizier beg him to do? Who else begged him to do it? Who passed by when he was sitting in durbar? What did the king do? Was the beggar maid proud? How do you know that she was not? Was she beautifully dressed? What does the poem say about her clothes? What was her hair like? What was Cophetua's royal oath? Etc.

Word-study.—

grace, **an'gel** | **breast, beg'gar**, **Co-phet'u-a** | **greet**, **mien** | **love'some**, **won'der** (*n.*)
an'kle, **Af'ri-can** | **swear, swore**, **fair**, **bare'foot** | **robe**, **no'ble**, **oath** | **crown**, **roy'al**, **dur'bar**
at-tire'; lord

Composition.—In each line of the poem four words or syllables are *stressed* or accented. Mark each thus (').

There are two sets of four rhyming words in the poem, and five pairs of rhyming words. Write out all these.

* In prose, *swore*.

LESSON XXXIV.

Introductory sentences.—How large a steamer *must be* to carry three hundred people! *How* cunning Odysseus *must have been* to deceive the Cyclops! *How* industrious a clerk *must be* to satisfy the collector! *How* kind and gentle the hare *must have been* to be loved so much! (Notice the difference between how? and how!)

One four-inch square will exactly cover another four-inch square, but a two-inch square is *too* small to do so. Odysseus was *too* cunning for Polyphemus. The boys were *too* stupid to write a letter. We cannot drink sea water, it is *too* salt. The fish said that the fisherman could not eat it, because it was *too* little.

THE CAMEL AND THE RAT.

A CERTAIN camel, having strayed from its owner, was walking in unfrequented ways with his nose-string trailing upon the ground.

As he went slowly along a rat picked up the end of the string in his mouth and trotted on in front of the huge animal, thinking all the time to himself, "How strong I must be to be able to lead a camel!"

After a little time they came to the bank of a river which crossed the path, and there the rat stopped short.

"Please go on, sir," said the camel.

"I cannot go on," said the rat; "the water is too deep for me"

"It is not too deep," said the camel "Let me try the depth for you."

When he came to the middle of the stream the camel looked round and cried, "You see that I was right The water is only knee-deep; so come along."

"Yes," said the rat; "but there is some difference between your knees and mine, you see Please carry me across."

"Confess your pride," answered the camel, "and promise to be humble for the future, and I will carry you across safely."

To this the rat gladly consented, and so the camel carried him across.

From "Indian Nights' Entertainment," by the
REV C SWYNNERTON, F S A

Conversation —What are "unfrequented ways"? What was trailing on the ground? Where did the rat trot? What did he think all the time? Was the rat as strong as the camel? Where did the rat stop short? Why did he stop? What did the camel say to him? What did the camel do? What did the rat do before the camel went into the water? How deep was the water? What is the difference between the camel's knees and the rat's? What did the camel tell the rat to do?

Word-study —

rat	**stray**	**short** (*adv*)	**own′er**
glad, glad′ly	**trail**	**con-fess′**	**hum′ble**
path	**deep, depth**	**un-fre-quent′ed**	**fu′ture**

Composition.—Tell the part of the story that the picture is about, and describe anything in the picture that is not in the story

LESSON XXXV.

Introductory sentences –The schoolmaster said, "There are only five boys on that bench, they must *make room for* another" When some of the boys in a class are promoted they *make room for* others

Boys will not be promoted unless they work well, their promotion *depends on* their work The king's favour to the vizier *depended on* his wisdom The clerk's marriage *depended on* his promotion, because he could not marry until he was promoted

WINDS.—II.

WHY does not the air always remain calm? Why are there any winds? Winds are largely caused by the heat of the sun Let us try and understand how this can be

In Lesson XXXI we saw that as water evaporates, the water-vapour so formed rises into the air We know that this is so when water is heated, because we see the steam coming from it rising into the air. Why does it rise?

Simply because it is lighter than the air. If we hold a piece of wood under water and then let it go, it will rise to the top of the water. This is because it is lighter than the water. In the same

way the water-vapour rises because it is lighter than the air.

Now, just as heat changes water into water-vapour, which is lighter than air, so heat makes the air itself lighter ; so that warmer air will always rise above air which is colder, and, in the same way, cold air will sink, or fall, through that which is warmer

Now the air over the land is heated very much more rapidly by the sun than the air over the sea Hot air, therefore, rises from the land. This rising of the warm air makes room for other air to take its place, and a current of air or a wind flows from the sea over the land

People who live on the coasts of India notice that a sea breeze often begins to blow about noon, and becomes stronger till after sunset, when it dies away , a land breeze rises in the early morning, and dies away towards noon. You will now understand the cause of the sea breeze

The land breeze is caused in a similar

way. The air over the land becomes cool more rapidly than the air over the sea, and therefore air is made to flow from the land over the sea , this is the land breeze

We see, then, that winds are often caused by the heat of the sun, and that they often flow from the sea to the land We know how important to the welfare of the inhabitants of India this is. The winds that come from the sea are laden with moisture, which is carried over the land by the wind, and falls as much-needed rain

Most of the Indian rainfall comes from the south-west monsoon, which is a moisture-laden wind that blows from near the equator, over Western and Northern India, from June to September The north-east monsoon is a similar wind that blows, from October to January, over the south-east of India

We understand how the welfare of the Indian people depends on these monsoons when we remember that famines are caused by their failure

Conversation —What are winds largely caused by? Why does steam rise in the air? Why does a piece of wood rise to the top of the water? What makes air lighter? When does the sea breeze blow? What is the cause of it? In what direction do the monsoons blow? Why do they bring rain? Why does the welfare of the Indian people depend on the monsoons? Etc

Word-study —

re-main′	**im-port′-ant**	**simp′-ly**	**north′-ern**
e-qua′-tor	**wel′-fare**	**sim′-i-lar**	**moist′-ure**
fail′-ure	**de-pend′**	**mon-soon′**	**un-der-stand′**
rain′-fall	**west′-ern**	**noon**	**in-hab′-i-tant**

Composition —Write what you know about land and sea breezes and the monsoons.

LESSON XXXVI.

Introductory sentences —The Greeks *heard* Polyphemus *roar* The little girl *sees* the calves *drink* The king *sees* the beggar maid *lay* her arms on her breast We *hear* the sea *roar* on the shore Heat *makes* water *boil* But · The Greeks *hope to be* free The nobles *know* the beggar maid *to be* good The princess *intended* the king *to eat* the spinach The king *came to visit* his daughter.

THE BOY AT THE BOOKSTALL.

I saw a boy with eager eye
　Open a book upon a stall,
　And read as he'd* devour it all;
Which, when the stall-man did espy,
　Soon to the boy I heard him call,—

* As he'd, in prose, *as if he would*

" You, sir, you never buy a book,
Therefore in one you shall not look."
The boy passed slowly on, and with a sigh
He wished he never had been taught to read,
Then of the old churl's books he should* have
had no need

Of sufferings the poor have many,
Which never can the rich annoy.
I soon perceived another boy—
Who looked as if he had not any
Food, for that day at least—enjoy
The sight of cold meat in a tavern larder.
This boy's case, then thought I, is surely
harder,
Thus hungry, longing, thus without a penny,
Beholding choice of dainty-dressèd meat
No wonder if he wished he ne'er had learned
to eat

MARY LAMB

Conversation —What did the first boy wish? What did the second boy wish? Why did they each wish so? What have the poor that the rich have not? What did the stall-man say to the boy? What had the first boy been taught? What had the second boy learned? Etc

Word study —

stall	**teach, taught**	**ea'ger**	**es-py'**	**long'ing**
dain'ty	**tav'ern**	**per-ceive'**	**sigh**	**de-vour'**
case	**lar'der**	**be-hold'**	**an-noy'**	**churl; thus**
pen'ny	**dressed**	**en-joy'**	**choice**	**suf'fer-ing**

* He should, in prose, *he would*

Composition —Write out all the sets and pairs of words that rhyme.

Mark all the stressed words and syllables in the first stanza.

LESSON XXXVII.

Introductory sentences —The prince *knew from* her saree that the princess was in the tree We know *from* the god's winged hat that he is Mercury We see *from* the man's gun that he is a hunter

The beggar maiden was not *well dressed*. She was in poor attire Rich men are generally *well dressed*, and poor men are generally *poorly dressed*

Polyphemus *not only* killed six Greeks, *but* ate them. The rat *not only* trotted before the camel, *but* thought that he was dragging the camel along *Not only* did Cophetua fall in love with the beggar maid, *but* he married her The boy *not only* saw the "dainty-dressed meat," *but* he smelt it (Notice the difference between well-dressed meat and well-dressed men.)

A DURBAR.

HAVE you ever visited the court of an Indian prince? If you have not done so, you can see what it is like from this picture of the Maharaja of Udaipur in durbar

The durbar is being held in the courtyard of the Maharaja's palace. Part of the palace is shown in the

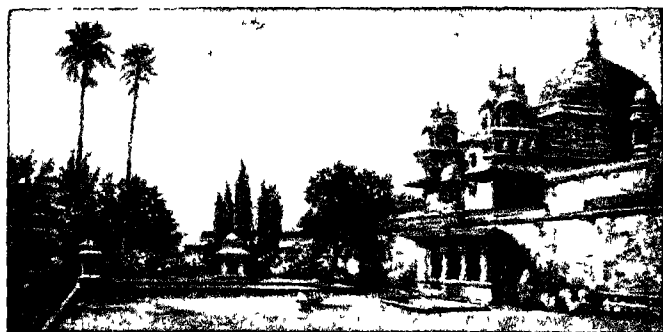
picture, with verandas supported by handsomely carved stone pillars. A beautiful carpet has been spread on the ground, and chairs have been placed for the guests

It is easy to find the Maharaja

He sits on his throne in the centre, raised high above the rest. His throne is beautifully carved, and is perhaps made of ivory. On it is a cushion of velvet and gold lace.

The Maharaja holds his shield upon his knee, for is he not a Rajput,

and therefore a warrior? Behind him are his servants, one of whom carries the standard of his family, and others large fans with which to keep him cool, and a whisk to keep off the flies.

On the Maharaja's right hand sits the British Resident, and next to him is another officer, who is, perhaps,

PALACE AT UDAIPUR

the Assistant Resident. He is also a soldier, as we may see from the sword he wears.

Seated on the other chairs to right and left are the Maharaja's relations and the nobles of Udaipur, and standing behind them are their servants. The tall, well-dressed men standing be-

hind on the right and left are some of the raja's own servants.

Not only the Maharaja's own servants are present, but also his state elephants and favourite horses. Notice the ornaments on the foreheads and trunks of the elephants, and how proudly the mahouts sit with their feet behind the elephants' ears The howdahs are perhaps of silver

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Conversation —What do you know from the Maharaja's shield? What do you learn from the picture about the Maharaja's palace? How can you find the Maharaja in the picture? How do you know which is the Resident? How do you know which is the Assistant Resident? Why is he not the Assistant Collector? What has been spread on the ground? What are on the elephants' backs? Etc

Word-study —

Raj′-put	**stan′-dard**	**pres′-ent**	**cush′-ion**
Ma-ha-ra′-ja	**centre; rest**	**dress**	**court**
carve	**fa′-vour-ite**	**vel′-vet**	**court′-yard**
car′-pet	**lace**	**Res′-i-dent**	**sup-port′**
hand′-some	**throne**	**whisk**	**how′-dah**
ve-ran′-da	**of′-fi-cer**	**as-sist′-ant**	**ma-hout′**
fan	**guest**	**pil′-lar**	**U-dai-pur′**

Composition —Look carefully at the picture of the durbar, and say what you can about it that is not in the lesson.

LESSON XXXVIII.

Introductory sentences.—The king *set off* to visit his daughter. Many people *set off* every year on pilgrimages. People *bid farewell* to their friends before *setting off* on a journey.

The lamb waited *for* Mary. Servants wait *on* their masters. The princess herself waited *on* the king, her father.

"*What will become of me* if I cannot answer the king?" said the vizier. When the hare saw the dogs, she did not know *what would become of her*.

THE GOOSE-GIRL.—I.

Once upon a time there was a little princess whose father was dead. Her mother, the queen, was alive, and she loved her little daughter very dearly.

When the princess grew up she was to be married to a young prince who lived in a far-off country. At last the day came when she was to leave her home and set off for the distant country in which her prince lived.

Her mother gave her all kinds of rich and beautiful things—gold and silver cups and dishes, diamonds and pearls, and fine dresses of silk.

Then she gave her daughter a servant-maid to travel with her, and two horses

to carry them. One of the horses was a fairy gift His name was Falada, and he could speak almost as well as you can.

Just before the princess set off on her journey, her mother gave her a thin leaf of gold with some strange writing on it

"Dear child," she said, "take care of this, and it will take care of you. Keep it carefully, and it will keep you from harm"

THE SERVANT-MAID

The princess put the charm into her bosom Then the queen kissed her daughter again and again. At last, with many tears, they bade each other farewell. Then the princess and her maid mounted their horses and set off.

The sun was hot and the road was dusty. While they trotted along the princess became very thirsty. She said to her maid, "Please get down and bring me in my golden cup some water from that brook."

Now the maid was a very saucy, sly girl. She knew that she was a long way from the queen, and she began to be rude to the princess. She said, "Get down yourself, if you are thirsty, and drink at the brook I am not going to wait on you"

The princess was so thirsty that she got off her horse She knelt by the side of the brook, and bent her head to drink

She was very much hurt by her maid's rudeness, and wept "I wonder what will become of me," she cried

Then the charm in her bosom said,—

"Alas! alas! did thy mother know,
Heavy indeed would her fond heart grow"

The princess was comforted She rode on without speaking a word to her saucy maid

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Word-study —

Fa´-la-da	pearl	gift	sau´-cy
harm	in-deed´	kiss	sly
charm	fond	dis´-tant	mount
strange	brook	bid, bid´-den,	dust´-y
fai´-ry	goose, geese	bade	rude´-ness

LESSON XXXIX.

Introductory sentences —When the jackal was stuck in the mud he was *in the power of* the farmer Odysseus seemed to be *in the power of* the Cyclops

You have read about what *took place* in the Cyclops' cave The ewe told the jackal what *would take place* when the farmer came When Polythemus had said that Nobody was killing him, the other Cyclops *took no notice* of his cries The camel *took no notice* of the rat

THE GOOSE-GIRL.—II.

AGAIN the princess grew very hot and thirsty Once more she said to her maid, "Please get down and bring me in my golden cup some water from that brook "

Again the maid was very rude She said, "Get down yourself. I am not going to wait on you "

Once more the princess got off her horse, and bent her head over the running stream. Her tears fell into the water, and she said, "What will become of me?" But the charm in her bosom said,—

"Alas! alas! did thy mother know,
Heavy indeed would her fond heart grow."

Then she bent her head to drink. As she did so the charm fell out of her bosom, and was carried away by the stream

The princess did not see it, but the maid did. *She* laughed aloud with wicked glee, for she knew that the princess was now in her power.

When the princess had finished drinking, she tried to mount her horse again, but the maid pushed her aside, and said, "No, this horse is mine Falada belongs to me You will ride on the other horse, or stay where you are"

The meek, gentle princess was forced to agree Then the maid made her mistress strip off her beautiful riding-dress (This the maid put on, and then made the princess dress herself in the clothes of a servant)

They rode on, and the maid pretended that she was the princess "If you tell anybody that I am *not* the princess," she said, "I will kill you."

The poor little princess was afraid, and she had to promise that she would

not tell. She wept, for she thought that she had now no friends

She really had one friend, and that was the horse Falada. He saw and heard all that (took place)

At last they reached the king's palace, and the false princess entered the courtyard amidst the sound of trumpets

The king himself ran forward to welcome his son's bride He lifted the maid who pretended to be the princess from her horse, and kissed her hand Then he led her into the palace

Nobody took any notice of the real princess She wandered about the courtyard, and wondered what was to become of her

Word-study —

stay	**meek**	**strip**	**bride**	**force** (*v*)
false	**glee**	**a-midst′**	**a-side′**	**trum′-pet**
no′-tice (*n*)	**power**	**for′-ward**	**wel′-come**	**be-long′**

LESSON XL.

Introductory sentences —The bear *could not tell* that the man was not dead When we put one triangle on the other we *can tell* which sides are equal

When the king saw the spinach he said, "*That will do* for my dinner" When the boy had read *enough*, the master

said, "*That will do*" The fish asked the fisherman to put it back in the river "*That will never do,*" replied the fisherman

Jack and Jill *let* [fall] *down* the pail into the well. The rider *let* his horse [fall] *down* The princess *let* [fall] *down* her hair

THE GOOSE-GIRL.—III.

THE false princess was taken to an upper room. Here she changed her riding-dress for a beautiful robe of cloth of gold. Meanwhile the old king looked out of the window, and saw the real princess in the courtyard

She looked very sweet and pretty, but very sad. Anybody could tell that she was the daughter of a queen, even though she wore shabby clothes

"I wonder who she is?" said the old king "She looks like a princess pretending to be a servant-maid." When the false bride appeared in her fine dress, the king asked her who the strange girl was

"Oh," she said, "she is only a servant She is very idle, and I hope you will give her some rough, hard work to do"

"I don't know what work to give her," said the old king. "Stay! she

shall help the lad who looks after the geese"

"That will do," said the false princess "Any kind of work is good enough for her"

So the real princess was sent to help the goose-herd, whose name was Conrad

Then the false bride sat by the prince who was soon to be her husband They talked of many things At last she said, "Dear prince, will you do something for me?"

"Anything," he said "Ask what you like, it shall be done"

"Then," said she, "tell one of your men to cut off the head of the horse on which I rode here. It is a wild, fierce animal, and not fit to live"

The truth was that she was afraid the horse would speak. She thought he would tell the servants that she was nothing but a maid, and that the real princess was helping the goose-herd

The prince told his men to kill Falada, and that night the deed was done. When the real princess heard

the sad news she wept bitterly, for she loved her horse very much.

Then she went to the man who had killed her horse. She promised him a gold coin that she found in her pocket if he would nail up the horse's head over the city gate. She wished to see the head of her friend as she went in and out of the city with her geese

Next morning, when the real princess and Conrad were driving the geese to the field, she saw Falada's head nailed up over the gate When she saw it she said,—

"Falada, Falada, thou art dead,
And all the joy of my life is fled"

To this the head answered,—

"Alas! alas! did thy mother know,
Heavy indeed would her fond heart grow."

Then they led the geese to the meadow, and sat down to watch them. Soon the princess let down her hair,

and the long tresses gleamed like gold in the sunshine.

Conrad was so pleased that he tried to pull out one of the locks. At this the princess sang,—

> "Blow, ye breezes, blow, I say,
> Blow the goose-herd's hat away;
> Blow it high and blow it low,
> After it let Conrad go.
> Blow it here and blow it there,
> While I comb my flowing hair;
> Do not let him catch it, pray.
> Till my hair is dressed to-day"

Word-study —

an'-y-thing	**shab'-by**	**gleam**	**bit'-ter-ly**
an'-y-bo-dy	**Con'-rad**	**mean-while'**	**ci'-ty**
mea'-dow	**fierce**	**flee, fled**	**com*b*** (म)
tress	**joy**	**news**	**goose'-herd**

LESSON XLI.

THE GOOSE-GIRL.—IV.

At once a breeze sprang up, and blew Conrad's hat over hill and dale The lad ran after it; and while he was

chasing it from place to place; the princess combed and dressed her beautiful hair until not a lock was out of place

When Conrad came back he was very

glum and sulky, and would not speak to her all day. When the sun sank they called their geese, and drove them towards the town.

Next morning, as they passed under the gate, the poor girl once more looked at the horse's head Then she said,—

"Falada, Falada, thou art dead,
And all the joy of my life is fled"

To this the head replied,—

"Alas! alas! did thy mother know,
Heavy indeed would her fond heart grow."

Then she drove her geese to the meadow, and sitting down on a bank, began to comb out her beautiful hair Once more Conrad wanted to pull out a lock, and once more she called on the breezes to blow

They did so, and blew Conrad's hat over hill and dale He did not catch it until her hair was dressed. Conrad was just as sulky as before, and together they watched the geese until it grew dark.

When they got home, Conrad went

to the old king, and said to him, "My lord, I will no longer keep your geese with that girl as helper."

"Why not?" asked the king.

"Because she teases me all day," said the lad "She makes my life not worth living"

Then the king bade Conrad tell him all about the strange girl

He told him that she spoke to the horse's head every morning, and that the horse's head answered her Then he said that every day she let down her hair, which shone like pure gold

When he wished to pull out a lock or two, she called on the wind to blow his hat off This it did, and he had to chase it over hill and dale While he was away she did up her hair again, so that not a lock was out of place

Next day the king went to the meadow without anybody seeing him He hid himself in a bush by the side of the bank on which the princess sat. Here he could see and hear all that went on, but nobody could see him

He saw Conrad and the goose-girl drive the geese to the meadow, and then he saw the girl begin to let down her beautiful hair. Conrad was quite right, it *did* shine like pure gold.

Then he saw Conrad try to steal a lock, and heard the girl sing,—

> "Blow, ye breezes, blow, I say,
> Blow the goose-herd's hat away;
> Blow it high and blow it low,
> After it let Conrad go
> Blow it here and blow it there,
> While I comb my flowing hair,
> Do not let him catch it, pray,
> Till my hair is dressed to-day."

Word-study —

dale	**help´er**	**spring, sprung**
tease	**lock** (*v.*)	**sulk´y; glum**
want		

LESSON XLII.

THE GOOSE-GIRL.—V.

THEN the king felt the breeze blow, and saw that it blew Conrad's hat far away. The lad had to run several miles to catch it

He saw, too, that while the lad was

chasing his hat, the girl was combing and dressing her hair. It was all in order by the time he came back Though the king saw all this, he did not let the goose-girl see him

At night he called her to him, and asked her who she was and what these strange things meant The goose-girl wept and said,—

"I dare not tell you, for if I do I shall be killed"

"Nonsense," said the king "Tell me all about it, and I will see that no one hurts you" He looked so kind that the girl told him the whole story

"I am a queen's daughter," she said, "and a false servant has taken my place She has ridden my horse and killed him

"She wears my clothes, and now sits with my prince, while I tend the geese in the field O my lord! send me back to my mother If she knew my sad plight, her heart would break"

Then the king kissed her, and dried her eyes He ordered his servants to

dress her like the princess that she really was

As she tripped down the stairs in her beautiful dress, anybody with half an eye could tell she was a princess, she looked so sweet and lovely, and carried herself so nobly.

"*She tripped downstairs*"

Then the king called his son, and told him that his bride was no princess, but a cheat He said that she was not a queen's daughter, but a servant-maid who had stolen the real princess's horse and clothes

"Here," he said, "stands the real princess, your bride"

At once the prince saw that he had been cheated He knelt to kiss the

hand of the lovely but ill-treated princess, who smiled upon him

Then a great feast was made, and all sat down to it The king sat at the head of the table, the false princess on the one side and the real princess on the other

During the feast the king told the story of the wronged princess He asked the false bride what ought to be done to the one who had acted in such a wicked way.

"She should be locked up for life in a dark prison," said the maid "Nothing could be too bad for her."

"You are right," said the old king. "You are the person who has done so wickedly You have judged your own case, and said what shall be your own punishment"

So they shut up the false princess in a dark prison, because she had so wickedly wronged the real princess, and had cheated them all.

Then the prince and princess were married amidst the joy of all the people.

Lesson XLII.

They lived happily ever afterwards I am glad to tell you that a good fairy brought Falada back to life again, and that the good horse carried the princess for many years.

Word-study —

stairs	**per´-son**	**pri´-son**
cheat (*n* and *v*)	**tend**	**trip**
mean, meant	**send, sent**	**lone´-ly**
ill-treat´	**plight**	**nob´-ly**
feast	**life**	**pun´-ish-ment**
judge	**wrong** (*v*)	**love´-ly**

APPENDIX—GRAMMAR.

NOUNS.

NUMBER

calf, calves   goose, geese   sky, skies

GENDER

ram, ewe	grandson, granddaughter	emperor, empress
uncle, aunt	grandfather, grandmother	prince, princess
nephew, niece	king, queen	duke, duchess
son, daughter	youth, maid	bridegroom bride

Nouns and Adjectives.—Greece, Greek, Arab, Arabia, Arabian, Britain, British, Turkey, Turkish, Buddha, Buddhist, affection, affectionate, silence, silent, cloud, cloudy, dust, dusty, Africa, African, Europe, European; Asia, Asian, home, homely, worth, worthy, wisdom, wise violence, violent, rudeness, rude

Nouns and Verbs.-Move, movement, promote, promotion, collect, collector, shoot, shot, think, thought, evaporate, evaporation, explain, explanation converse, conversation, attend, attention, direct, direction, invent, invention, confess, confession, own, owner, fail failure, punish, punishment

Compound Nouns.—Grass cutter, pitchfork, butter milk, wood-cutter, playground, rainbow, headache, seashore, forehead, breakfast, backwater, welfare, courtyard, goose herd, riding-dress, servant maid

ADJECTIVES.

Classification.

Descriptive—Indian, cloudy, sly, etc.

Quantitative--much, little, no, some, any, all, whole

Numeral—many, few, some, any, all, no, one, two, etc., first, second, etc

Demonstrative { *Definite*—such, the same, the other
Indefinite—any, a certain, another, other.

Interrogative—what, which

Distributive—each, every, either, neither

Comparison.

few, fewer, fewest	good, better, best	fore, former, foremost
little, less, least	bad, worse, worst	late, later *or* latter, latest *or* last

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PRONOUNS.

Personal Pronouns.

	Sing 1st Per	2nd Per	3rd Per	*Plu* 1st Per	2nd Per	3rd Per
Possessive Case	my	thy	his, her, its	our	your	their
	mine	thine	hers	ours	yours	theirs

Note that the forms in the second line are used when the pronoun comes after the noun to which it refers

Reflexive Personal Pronouns.

Sing

	1st Per	2nd Per	3rd Per
Nom or Obj	myself	thyself	himself, herself, itself
Possessive	my own	thy own	his, her, its own

Plu

	1st Per	2nd Per	3rd Per
Nom or Obj	ourselves	yourselves	themselves
Possessive	our own	your own	their own

Relative Pronouns.

Singular and Plural

Nominative Case—who, which, that, what

Objective Case—whom, which, that, what

Possessive Case—whose, of which, of what

Also note—who-ever, whom-ever, whose ever, which-ever, what-ever

Note that the relative *that* is *always* used in a restrictive sense—that is, when the clause it introduces does the work of an adjective—*e g* The beggar maid *that* Cophetua married was beautiful *Who* and *which* are also *sometimes* used in a restrictive sense

Interrogative Pronouns.

who, which, what (declined as above)

Note that *what* is also used, like *how*, in an exclamatory sense

VERBS.

Conjugation of the Verb.

To the moods and tenses used in the First Book the following can now be added

ACTIVE VOICE

INDICATIVE MOOD

FUTURE PERFECT TENSE I shall have loved, etc

IMPERATIVE MOOD

PRESENT TENSE *1st Per* Let me love, let us love
3rd Per Let him love, let them love

SUBJUNCTIVE MOOD

PRESENT INDEFINITE TENSE

	Sing	*Plu*
1st Per	(If) I love	(If) We love
2nd Per	(If) Thou love	(If) You love
3rd Per	(If) He love	(If) They love

PRESENT CONTINUOUS TENSE

	Sing	*Plu*
1st Per	(If) I be loving	(If) We be loving
2nd Per	(If) Thou be loving	(If) You be loving
3rd Per	(If) He be loving	(If) They be loving.

PAST INDEFINITE TENSE
(The same as the Indicative)

FUTURE TENSE

	Sing	*Plu*
1st Per	(If) I should love	(If) We should love
2nd Per	(If) Thou wouldst love	(If) You would love
3rd Per	(If) He would love	(If) They would love.

SIMPLE PAST PERFECT TENSE.
(The same as the Indicative)

COMPOUND PAST PERFECT TENSE.

	Sing	*Plu*
1st Per.	(If) I should have loved	(If) We should have loved
2nd Per	(If) Thou wouldst have loved	(If) You would have loved
3rd Per.	(If) He would have loved	(If) They would have loved

See also notes on the use of the Subjunctive Mood below

PASSIVE VOICE

INDICATIVE MOOD

PRESENT IMPERFECT TENSE	I am being loved
FUTURE TENSE	I shall be loved

INFINITIVE MOOD

To be loved

USES OF THE SUBJUNCTIVE MOOD

Most of the tenses of the subjunctive mood are formed with the auxiliaries *may*, *shall*, and *will*, the two last being used in their past tenses (*should* and *would*) only

The present tenses and the past imperfect of the subjunctive are very little used in modern English

The subjunctive mood expresses a purpose or a condition

(1) The subjunctive mood expressing a purpose

In this book it is used only after *that* and *so that*, and is formed with the auxiliary *may*

(2) Expressing a condition and its consequence

The clause expressing the condition is introduced by the conjunction *if*

The verbs in both clauses are in the subjunctive mood, and in a *past tense* Note that the past indefinite and the past perfect tenses of the subjunctive have the same form as those tenses of the indicative —*e g* ,

If we *saw* Polyphemus we *should* be very much frightened

If the rain *should* fail there *would* be a famine

If the boy *had* not *learnt* to read he *would have had* no need of the old churl's books

Other examples are given on p 102

Note that the clause expressing the condition is sometimes omitted Examples of this are found on p 97

Note that all sentences containing *if* do not contain a verb in the subjunctive mood—*e g* if a clerk works hard he will be promoted

USES OF THE INFINITIVE MOOD

The infinitive is used in two principal ways—as a noun, when it is called a noun-infinitive or a simple infinitive ; or as an adjective or adverb, when it is called a gerundial infinitive

NOUN INFINITIVES

These are used in this book as objects to verbs and prepositions—*e g* The old man dare not *tell* the secret The vizier desired *to*

know it. Children like *to be told* stories. Boys have *to go* to school. They are also used as complements to verbs—*e g* Polyphemus seemed *to be* a giant. The ship appears *to go* below the horizon.

GERUNDIAL INFINITIVES

These are used—

After a verb (to express purpose)—*e g* The princess went *to tend* the geese. (See other examples on p 13.)

After a noun (to express the use to which a thing is to be put)—*e g* Boys have slates *to write* on. The princess had a horse *to carry* her.

USES OF THE PARTICIPLES

Present participles are often parts of the compound tenses of verbs.

When they are not used as parts of tenses, they are partly like verbs and partly like adjectives.

They can be followed by objects, as verbs are, and they qualify nouns, as adjectives do—*e g* The cooly, *putting* down his cloth by the side of the well, went home. Bears will not touch *living* men.

The object of a participle can be a subordinate clause introduced by a conjunction—*e g* Seeing *that the well had fallen in*, the cooly went home, or an infinitive—*e g* The jackal chased the ewe, hoping *to catch* her.

USES OF THE GERUND

The gerunds are the same *in form* as the participles, but while the participle is partly an adjective the gerund is partly a noun.

The gerunds of transitive verbs can, like verbs, be followed by objects—*e g* Children like *playing games*.

All gerunds of all verbs can be subjects of verbs and be governed by verbs and prepositions—*e g* *Writing* is useful. Boys have slates for *writing* on.

Auxiliary Verbs.

	PRESENT TENSE		PAST TENSE	
	Sing	*Plu*	*Sing*	*Plu*
1st Per	I shall	We shall	I should	We should
2nd Per	Thou shalt	You shall	Thou shouldst	You should
3rd Per	He shall	They shall	He should	They should
1st Per	I will	We will	I would	We would
2nd Per.	Thou wilt	You will	Thou wouldst	You would
3rd Per	He will	They will	He would	They would

Note that *shall* and *will* are not *only* used in forming the future tense. *Shall* is used with the second and third persons with the

force of a command—*e g* "You *shall* stay in school till you know your lesson" *Will* is used with the first person to indicate an intention—*e.g* "I *will* learn my lesson well to-morrow" When *shall* and *will* are used in these ways they are not auxiliaries

The verb *to let* is used as an auxiliary to form the first person of the Imperative, but it is also used in the sense of "to permit" as an independent verb, and is conjugated in full It has an Infinitive Mood *to let,* and participles *letting* and *let*, while *shall* and *will,* having no participles, have only the present and past indefinite tenses

Principal Parts of Verbs.

(The following may now be added to those in the First Book)

I Weak verbs that take -d or -t instead of -ed in the past participle, and sometimes undergo *vowel change*

1 Without Vowel Change

learn learnt, learned *or* learnt
dream, dreamt, dreamed *or* dreamt
mean, meant, meant

2 Suffix dropped and Vowel Changed

feel, felt, felt
flee, fled, fled
seek, sought, sought
feed, fed, fed

3 Suffix dropped and no Vowel Change

hurt, hurt, hurt
let, let, let
set, set, set
spread, spread, spread
thrust, thrust, thrust

II Strong verbs

1 Participles in en *or* n

arise, arose, arisen
bid, bade *or* bid, bidden *or* bid
choose, chose, chosen
forget, forgot, forgotten
ride, rode, ridden
shake, shook, shaken
swear, swore *or* sware, sworn
steal, stole, stolen

2 Present or Past Tense and Past Participle alike

awake, awoke *or* awaked, awoke *or* awaked
bind, bound, bound
shoot, shot, shot
win, won, won

3 All three different

begin, began, begun
sink, sank, sunk
spring, sprang, sprung

ADVERBS.

Simple Adverbs

(1.) *Of Time*—now, then, before,* ago, soon, instantly, early, late.

(2.) *Of Place*—here, there, in,* out, inside,* outside,* above,* below,* far, near,* along.*

(3.) *Number*—once, twice, again, never, sometimes, always, often.

(4.) *Description*—so, well, ill, and adverbs ending in -ly; *as*, early, quickly, easily, lightly.

(5.) *Quantity, Extent, or Degree*—very, much, too, quite, almost, little, a little, partly, so, nearly, etc.

(6.) *Affirming or Denying*—yes, no, not, perhaps, probably, certainly, at all, not at all.

Interrogative Adverbs.

(1.) *Time*—when? how long?

(2.) *Place*—where?

(3.) *Number*—how often?

(4.) *Description*—how?

(5.) *Quantity or Degree*—how far? how much?

(6.) *Cause or Reason*—why?

Exclamatory Adverbs.

how, what.

Conjunctive Adverbs.

where, when, how, why.

NOTE 1.—The words marked thus * are used both as prepositions and adverbs.

NOTE 2.—Certain common combinations of two or more words may be considered adverbs, and parsed as such; *as*, in part, at all, not at all, here and there.

Comparison of Adverbs.

long, longer, longest; loud, louder, loudest, etc.

wisely, more wisely, most wisely; beautifully, more beautifully, most beautifully, etc.

but early, earlier.

well, better, best.	much, more, most.
ill or badly, worse, worst.	little, less, least.

NOTE.—Certain verbs are constantly used with certain adverbs—*e.g.* set off, eat off, turn out, look out, let in, let out, blow away.

CONJUNCTIONS.

(1.) Joining *words*—and, than, both ... and
(2.) ,, *phrases*—and, or
(3.) ,, *sentences*—that, but, because, for, if, unless, though, although, whether, as, since

NOTE 1.—When two sentences are joined by a conjunction, the sentence before which the conjunction comes is, strictly speaking, the second, but it is often placed first; we can say, "Cophetua loved the beggar-maid because she was beautiful," *or* "Because the beggar maid was beautiful Cophetua loved her."

NOTE 2.—Relative pronouns *always* and interrogative adverbs *sometimes* join sentences, but the former also do the work of pronouns and the latter of adverbs; conjunctions *only* do the work of joining.

NOTE 3.—*But* is both a preposition and a conjunction—*e.g.* "King Cophetua would marry nobody *but* the beggar maid." "His nobles wished him to marry, *but* he had refused to do so."

SUBORDINATE CLAUSES.

When in this book you find any of the following words followed by a finite verb, you have a subordinate clause:-

(1.) The relative pronouns—who, which, what, that, whoever, whichever, whatever.
(2.) The relative adverbs—when, where, whenever, wherever.
(3.) The interrogative pronouns—who, which, what.
(4.) The conjunctions—so, that, although, since, if, as if, unless.

THE SEQUENCE OF TENSES.

GENERAL RULES.

(1.) When the verb in the principal clause is in a past tense, the verb in the subordinate clause is also in a past tense.

(2.) When the verb in the principal clause is in a present or a future tense, the verb in the subordinate clause may be *in any tense*.

N.B.—The present perfect tenses are *not* past tenses.

(3.) When a past perfect tense is found in either clause, a past indefinite tense is very often found in the other—*e.g.* "When he *had walked* two miles he *met* his friend." "When he *met* his friend he *had walked* two miles."

It is a common mistake to use the past perfect tense when only the past indefinite is necessary.

Should AND *Would* IN SUBORDINATE CLAUSES

The same reasons that lead us to use sometimes *shall* and sometimes *will* in principal clauses make us use sometimes *should* and sometimes *would* in subordinate clauses The meaning of the verb in the principal clause has to be considered If it implies any exercise of authority on another person, we use in the subordinate clause *should* for all persons, if it implies no such exercise of authority, we use *should* for the first person, and *would* for the second and third

The judge *ordered* that I *should* be sent to prison

Odysseus *determined* that the Cyclops *should* be blinded

I } *hoped* that { I should be able to come
He } *hoped* that { he would be able to come

THE END